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DEPARTMENT OF PUBLIC INSTRUCTION

HOME ECONOMICS
IN
SECONDARY SCHOOLS
(Organization and Administration)



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FOREWORD

It has been found desirable to revise Bulletin No. 9, Home Economics Education. In the revision, the material in the bulletin has been divided into three parts and published as follows: (1) Bibliography, (2) Bulletin No. 9A—Home Economics in Secondary Schools, Organization and Administration, (3) Bulletin No. 9B—Home Economics in Secondary Schools, Courses of Study.

The original Bulletin No. 9 of which this is a revision was intended to be of service to school administrators and supervisors and teachers of Home Economics in the secondary schools. It was prepared under the direction of L. H. Dennis, Deputy State Superintendent, by the following: Miss Helen J. Dodge, Chairman, in charge of Home Economics Division; Mrs. Anna G. Green, State Supervisor of Home Economics; Miss Lu M. Hartman, State Supervisor of Home Economics; Miss Edith P. Chace, Head of the Home Economics Department, The Pennsylvania State College; Miss Ada Z. Fish, Head of the Art and Home Economics Department, the William Penn High School, Philadelphia; Miss Irene McDermott, Director of Household Economy, Pittsburgh; and Miss Mary Palmer, County Supervisor of Home Economics, Chester County, Pennsylvania.

The bulletin here presented, Bulletin No. 9A, Home Economics in Secondary Schools, Organization and Administration, has been revised by Mrs. Anna G. Green, Assistant Director of Vocational Education, in charge of Home Economics and Mrs. Edith D. Davison, State Supervisor of Home Economics. It is intended primarily for the use of school administrators who are responsible for the initiation and organization of Home Economics in junior high schools, in all-day vocational departments and rural community vocational schools and in elective courses for those pupils not enrolled in vocational departments.

JOHN A. H. KEITH,
Superintendent of Public Instruction.

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HOME ECONOMICS IN SECONDARY SCHOOLS

(Organization and Administration)

PURPOSE OF BULLETIN

This bulletin is written as a guide for school administrators in organizing within the public schools of Pennsylvania courses of study and curriculums that center around the home and its activities. It will aid in the analysis of varying groups of pupils that Home Economics is to serve in particular schools and communities; in determining objectives for these groups and in organizing suitable courses of study for elementary and advanced classes based on pupils' activities, responsibilities and interests.

REASONS FOR TEACHING HOME ECONOMICS

The home built upon love and respect is the most significant and indispensable of institutions. Present day tendencies are threatening its stability in several ways, (1) in the conspicuous absence of the family within the home, (2) in people's tendency to live beyond their income, (3) in lack of parental control, (4) in the prevalence of the divorce evil, (5) in the neglect of spiritual and moral education, (6) in the failure of parents to be entirely truthful and law abiding.

Eighty to ninety per cent of our girls will become homemakers. The remainder will in some way be connected with homes.

The home no longer provides the training needed by girls and boys.

The high cost of living has forced women into remunerative work outside of the home.

Home Economics training is a direct asset to the girl in a business or professional career. Furthermore, within five years or less a business girl is likely to become a homemaker.

There is need of assistance in solving new and changing problems and training in efficiency to work them out.

Women and girls have the responsibility of spending a large per cent of the money income for themselves and families.

No other course in high school gives training in thinking and in judgments on personal and home problems.

It is necessary, therefore, that training in homemaking for our girls be given which will enable them to build and maintain a home and thus make the foundation rock of our country safe. Home Economics is consequently the open door which gives an opportunity to magnetize

our future mothers with "the responsibilities of homemaking." Home Economics stands for:

1. The ideal home life of today unhampered by the traditions of the past.
2. The utilization of all the resources of modern science to improve home life.
3. The freedom of the home from the dominance of things and their due subordination to ideals.
4. That simplicity in material surroundings which will most free the spirit for the more important and permanent interest of the home and of society."

ELLEN H. RICHARDS.

OBJECTIVES IN HOME ECONOMICS—GENERAL AND VOCATIONAL

To keep the curriculum up to date, we must study life about us and in so doing consider the following:

1. The objectives in a satisfying home life and what comprises efficient homemaking.
2. The activities of the homemaker.
3. The provision for training for the necessary home activities with special emphasis on those problems where efficiency is lacking in the performance of managerial tasks.
4. The necessity of constantly examining what is taught in home economics to vitalize teaching.

General Home Economics. "The aims of General Home Economics include a general appreciation of high ideals, high purposes, enthusiasm for service, and interest in the enterprise of homemaking with a vision of its possibilities."

DR. F. G. BONSER.

General home economics should include those activities carried on in the home in which all girls should participate. It should include subject matter dealing with these activities. It should furnish the basis for a "common citizenship" in the home, and should aid in the general development of a "common culture" among all girls and women regardless of the vocations they may follow. General home economics must aid in developing the powers and capacities of each individual girl, in developing her individuality and her personality. It should also help her to see her social interdependence. It should awaken in her a desire to do her share in enriching family life, and should help her to assume right attitudes toward present responsibilities. It should enable her to acquire knowledge and some degree of skill in meeting well the duties and responsibilities that normally devolve upon her as a member of her

family group. It should develop in her lofty ideals and right principles of life. It should awaken in her a deeper sense of her responsibility, in cooperation with the members of her class group for interpreting and keeping true to the ideals of a finer, nobler girlhood and womanhood. It should provide opportunities for gaining significant experience which will give to her an appreciation of service in the home and the value of the labor and skill necessary to maintain a well regulated home. It should enable her to test and explore her own capacities and aptitudes and to develop them. It should lay the foundation for later vocational work and should give to her an appreciation of the training which she may need for entrance upon the vocation of homemaking.

Vocational Home Economics. "The aims in vocational home economics include all that general home economics includes plus productive skill and managerial efficiency. The time element is larger and the individual responsibility of the student is greater."

DR. F. G. BONSER.

Vocational home economics or homemaking education should have as its primary objective the fitting of an individual girl or woman to produce valuable goods or service in the home. It should enable her to assume full responsibility for some or all of the various occupations that go to make up the vocation of homemaking. Vocational home economics should enable her to become a skilled worker and to perform, in the home, labor of economic value.

Both general and vocational home economics should be based upon the activities of the home. But in general home economics the activities chosen by the girl should be simple and such as not to require too great accuracy. They should not be formidable and wearisome. They should be such as to make a personal appeal to the girl because of their intrinsic worth to her. Many teachers have not always stopped to ask themselves the question,—“Are the girls solving their own problems, or the problems which we as teachers have chosen for them?” Vocational education must be planned keeping in mind the work spirit, the desire to take one’s place in the world of work as a skilled worker. Vocational courses in homemaking should be planned for those who are about to take up responsibility in the vocation of homemaking or those who have already entered upon the vocation. In this latter group there are those who have the full responsibility of the vocation, and those who are acting in the capacity of assistant homemakers. In vocational education all instruction and training must aim toward fitting an individual for efficient service, for useful and profitable employment. Those who design the courses must think in terms of “the job” rather than ideals. They must start with an analysis of the work to be performed and build instruction and training around this work. Vocational home economics must be planned for those who really desire education and training for a voca-

tion which they are carrying on or are soon to carry on,—for those in whom the vocational motive is awakened. Vocational home economics must prepare the individual for responsibility in the home and must result in practice in the home, producing goods or service for others. In the world of work no man works for himself alone. He contributes valuable goods or service to others. Vocational home economics must prepare the individual for efficient service in the home, service such that it may be recognized as a “marketable product.”

GENERAL HOME ECONOMICS

Foundation Courses. Basic or foundation courses in general home economics should be made a definite part of the required work of all girls at some time during their period of school attendance. For the majority of girls this work should be given in the seventh, eighth and ninth grades. In the case of over-age girls in the sixth grade, it is desirable to provide homemaking instruction since these girls are likely to leave school early and to marry young.

Time Allotment. A minimum of two double laboratory periods a week of school time should be devoted to this work. With forty-five minute periods this would mean two ninety-minute periods a week. With sixty-minute periods a minimum of two periods a week should be allotted to home economics.

In addition to the above allotment of school time, a program should be set up for home practice and home study. Practically all girls are living in homes as members of family groups and are called upon to assume various duties of the household. The school should take cognizance of this and should aid in developing in them a desire to render an increasingly valuable service in the home and in the discharge of specific duties. The program should include a minimum of ninety minutes a week of directed home work.

Whenever it is possible, the above time allotments should be increased. An increase in weekly time allotment is to be particularly recommended in centers where the percentage of drop-out is large at the close of the sixth, seventh or eighth grades, and where little or no work in elementary industrial arts work is offered in the first six grades of school.

Junior High School Home Economics. Home economics is a required part of a junior high school program. A minimum of two sixty-minute periods a week in the first half of the seventh grade, three sixty-minute periods a week in the second half of the seventh grade, two sixty-minute periods a week in both semesters of the eighth grade and two sixty-minute periods a week in the ninth grade, with an opportunity for the election of additional work in the eighth and ninth grades.

General Courses in Senior High Schools. In some of the smaller school systems it may not be possible to offer instruction in home eco-

nomics in the seventh and eighth grades. In this case home economics should be included for girls in the ninth and tenth grades.

Credit in Home Economics. In high schools where basic or foundation courses in home economics are required for two successive years, the minimum time allotment for any one school year should be such as to receive one unit of credit, that is, the equivalent of any school subject having five periods a week with outside preparation.

Elective Courses in Senior High Schools. Elective courses in home economics, built upon the basic or foundation work may be offered in secondary schools. These may be unit courses one-half year or one year in length. The amount of time devoted to courses that are organized on the half-year basis should be such as to receive a minimum of one-half unit of credit. They may be so organized as to receive one full unit of credit. The amount of time devoted to courses that are organized on the year basis should be such as to receive a minimum of one full unit of credit.

Curriculums in General Home Economics. There are many high schools in the State of Pennsylvania that desire to offer technical three-year and four-year curriculums in general home economics. Since there must be a common core of required subjects in all secondary school curriculums, the following has been set up as a basis for organizing all curriculums in general home economics:—

<i>First Year</i>		<i>Second Year</i>	
English	1	English	1
Civics	1	Modern European History	1
General Science	1	General Mathematics	1
Health Instruction	2/5	Health Instruction	2/5
<i>Third Year</i>		<i>Fourth Year</i>	
English	1	English	1
Chemistry	1	Problems of Democracy	½
Health Instruction	2/5	American History	1
		Health Instruction	2/5

Schools that desire to do so should interchange the general mathematics and the general science work.

Out of a total of sixteen units of work required for graduation from a four-year high school a minimum of four units of 25 per cent of the total number of units must be in the field of general home economics if it is to be classed as a general home economics curriculum. The maximum number of units in the field of general home economics should be six.

There is a wide range of adaptations that can be made in arranging the units of work in home economics in a curriculum to meet the needs of various groups of girls. They may be distributed throughout the four years or concentrated in two or three years. The following have been set up as a suggestive arrangement for home economics curriculums:

	Type I	Type II	Type III	Type IV	Type V
Home economics, 1st yr.....		2 credits	1 credit	1 credit	2 credits
Home economics, 2nd yr.....		2 credits	1 credit	1 credit	2 credits
Home economics, 3rd yr.....	2 credits		1 credit	2 credits	$\frac{1}{2}$ credit
Home economics, 4th yr.....	2 credits		1 credit	2 credits	$\frac{1}{2}$ credit

There are many school districts that may find it desirable to offer a home economic curriculum such as Type I. If there are a number of girls in the high school who know rather definitely at the beginning of their junior year that they will, after graduation, remain at home to become an assistant in the home, a curriculum such as this can be the means of offering to these girls an opportunity to take intensive work in home economics which is vocational in nature and will enable them to prepare for their homemaking responsibilities.

Type II is suggested for school districts in which it has not been possible to offer any work in home economics in the seventh and eighth grades and where a number of girls desire to elect intensive work in home economics when they enter the high school. If desired, additional elective courses in home economics to the amount of two credits may be offered in the junior and senior years of this curriculum.

Other arrangements for a curriculum may be made providing the total number of credits in home economics in the curriculum does not fall below the minimum (four) or exceed the maximum (six) which can be allotted to home economics.

A minimum of sixteen units of academic and home economics work must be completed for graduation. In case fewer than six credits in home economics are included in the curriculum it will be necessary to complete additional elective academic courses.

In the three-year senior high school intensive work in the form of three-year curriculums in general home economics may be set up. As a basis for these curriculums, the academic subjects listed for the tenth, eleventh and twelfth grades in the above mentioned core curriculum should be used. A minimum of four and a maximum of six credits in home economics may be added. The following are suggestive arrangements of the units in home economics:

	Type I	Type II	Type III	Type IV
Home economics, 10th grade.....	1 credit	1 credit	2 credits
Home economics, 11th grade.....	1 credit	2 credits	2 credits	2 credits
Home economics, 12th grade.....	2 credits	2 credits	2 credits	2 credits

Other arrangements for a curriculum in the three-year senior high school may be worked out providing the minimum-maximum home economics credits are observed, and providing the total number of credits to be completed is at least twelve beyond those completed in the tenth grade of the junior high school.

VOCATIONAL HOME ECONOMICS (SMITH HUGHES)

State and Federal Legislation for Vocational Education Including Home Economics. Under the provisions of the Pennsylvania Vocational Act passed in 1914 and the Federal Vocational Education Act passed in 1917, there are granted State and Federal funds for the specific purpose of aiding school districts in carrying on a program in vocational education. As stated earlier, home economics education embraces that phase of education which has for its controlling purpose the preparation and training of girls and women for useful and profitable employment in the occupations and the management of the home. One of the underlying purposes of the above mentioned enactment is the promotion of vocational education in home making.

The Pennsylvania Vocational Education Act of 1925 places all home economics teachers on Edmonds Aid on the same basis as other high school teachers; in addition 25 to 55 per cent of the actual teachers' salaries, depending upon the classification of the school district and the true valuation behind each teacher, will be paid from State and Federal Vocational funds for approved instruction. The act furthermore provides that reimbursement from both sources (Edmonds and Vocational) shall not exceed 80 per cent of the teacher's salary.

There are specific conditions which must be met by school districts desiring to carry on a program of homemaking education on a vocational basis as set forth in the provisions of the State and Federal vocational educational acts.

Types of Schools and Classes in Which Vocational Home Economics May Be Offered. Vocational home economics may be offered under the State and Federal education acts in three types of schools and classes.

1. *All Day Schools and Classes.* Instruction in vocational home economics may be offered daily throughout the school year to girls who desire this type of instruction while they are still in attendance in secondary schools.

2. *Part-time Schools and Classes.* Courses in vocational home economics may also be offered on a part-time basis. Girls who are gainfully employed and who are enrolled in general continuation schools may devote a part of their school time to courses in home economics. Girls and women who have left school may return for courses of instruction in vocational home economics on a part-time basis.

3. *Evening Schools and Classes.* To the large number of girls and women who are following industrial, commercial, professional and other occupations, there may be offered in evening schools and classes short unit courses designed to fit these individuals either to take up the vocation of home making or to pursue it more effectively if they have already entered upon this vocation. These classes may be held in the late afternoon or evening.

General Conditions Which Must Be Met by Schools Offering Vocational Home Economics.

1. *Approval to Conduct Schools or Classes.* Because of definite requirements prescribed by the State and Federal laws and because of the limited funds available for Vocational Home Economics Education, written approval from the Department of Public Instruction is required in order that a school district may conduct vocational home economics schools or classes under the State and Federal vocational education acts.

2. *Supervision and Control.* Since education is a public concern, all schools and classes of vocational home economics reimbursed from Vocational funds must be under public supervision and control and all courses must be designed to fit for useful employment in some phase of home making work.

3. *Age of Pupils.* The minimum age requirement of pupils in day schools, as written into the Federal vocational education act, is 14 years. The factors which should determine entrance to the course are the maturity of the girl and her desire for vocational training in home-making.

4. *Time Allotment.* The school year must consist of at least 9 months. The total hours of instruction (academic and vocational) per week in cities over 25,000 will be thirty 60-minute hours or 6 hours a day for 5 days. In cities of less than 25,000 the hours of instruction per week may be twenty-five 60-minute hours or 5 hours a day for 5 days.

In a six-hour school day, one-half the day or 180 minutes must be devoted to practical subjects, or to practical and related subjects. This makes a weekly total of 900 minutes. In a five hour day, one-half the day or 150 minutes must be devoted to practical subjects, or to practical and related subjects. This makes a weekly total of 750 minutes.

As stated above, the vocational half day may be devoted entirely to practical work, or to a combination of practical and related subjects. In case the latter is desired, the proportion between these two phases of work may be met as follows:—

<i>School Day</i>	<i>Total Vocational Time</i>	<i>Proportion of Practical and Related Subjects</i>		
6 Hour	180" Daily	{ practical	120"	minimum
		{ related	60"	maximum
	900" Weekly	{ practical	600"	minimum
		{ related	300"	maximum
5 Hour	150" Daily	{ practical	90"	minimum
		{ related	60"	maximum
	750" Weekly	{ practical	450"	minimum
		{ related	300"	maximum

5. *Segregation.* Pupils taking vocational work in the all-day school are to be segregated for the practical and related subjects that make up the vocational half day. It is recommended that they take their academic work along with the regular academic classes.

6. *Plant and Equipment.* The plant and equipment necessary for a comprehensive course in homemaking in day schools are the following:

a. A clothing laboratory (approximately 24 x 36 feet) with fitting space adequately equipped for instruction and practice in dressmaking, textiles and the study of clothing.

b. A foods laboratory (approximately 24 x 36 feet) adequately equipped for instruction and practice in food study and cookery, including the serving of meals.

c. A home or family dining room.

Note:—When classes are small or when a temporary adjustment is necessary, one large room may be arranged for instruction in cooking at one end and instruction in sewing, serving of meals and recitation work at the other.

d. A unit or family kitchen is desirable.

e. Adequate provision shall be made for teaching home nursing, child care, house care, laundering and the other phases of home-making work that are to be given. This may be done by providing appropriate rooms in the school building or in a nearby home. Equipment for laundering may be placed in one end of the clothing laboratory or the foods laboratory if either room can adequately accommodate the work.

f. A practice cottage for housing the homemaking department is desirable particularly in those districts where the school building is crowded or inadequate.

7. *Qualification and Certification of Teachers.* All teachers of vocational home economics must hold certificates on the face of which the word "vocational" has been written by the proper authorities.

8. *Courses of Study.* Each course and curriculum in vocational home economics must be approved by the Department of Public Instruction.

9. *Home Projects.* Every pupil enrolled in day vocational home economics classes must carry at least one home project during each year of work from 20 to 30 hours in length.

CURRICULUMS AND COURSES OF STUDY

Curriculums and Courses in Vocational Home Economics for All-day Schools. Curriculums in vocational home economics may be set up for secondary schools. These form a part of secondary school curriculums and are accredited for high school graduation.

Since there must be a common core of required subjects in all secondary school curriculums in the Commonwealth, the following list of sub-

jects has been set up as a required part of all curriculums in vocational home economics :

<i>First Year</i>	Credits	<i>Third Year</i>	Credits
English	1	English	1
Civics	1	Chemistry	1
Health Instruction.....	2/5	Health Instruction.....	2/5
<i>Second Year</i>		<i>Fourth Year</i>	
English	1	English	½ or 1
Modern European History.....	1	Problems of Democracy.....	½
Health Instruction.....	2/5	American History.....	1
		Health Instruction.....	2/5

The above core curriculum is for the purpose of providing a program of general education subjects for one-half of each school day, and leaving free the other half of the school day for intensive instruction in vocational work.

As will be noted, two academic subjects and health instruction have been set up as the minimum academic requirement for each and every one of the four years of the curriculum. When pupils demonstrate their ability to carry more than the two academic subjects listed they may do so. In this case, it is suggested that American History be taken as an elective in the third year and another subject required in the fourth year.

There is a wide range of adaptations that can be made in adding the vocational courses in homemaking to the above core curriculum. The vocational work included may vary in extent from one to four years, and it may be included in any one or all of the years of the curriculum. When organizing a curriculum in vocational home economics, teachers and administrators should bear in mind that the vocational courses in homemaking should be placed in the year or years in which they can best serve the vocational needs of the girls as they relate to homemaking. A few illustrations may serve as guides for organizing curriculums in vocational home economics to meet the needs of specific groups of pupils.

In some centers there may be groups of girls who desire to graduate from a four year high school curriculum in which two years of intensive vocational work in homemaking is included. The two years of vocational work should be placed in the two consecutive years of the curriculum in which it seems best to offer instruction in homemaking on a vocational basis to those pupils. During these two years, the pupils enrolled in this curriculum should devote one-half of each school day to intensive work in homemaking. The other half day should be devoted to the two academic subjects listed in the core curriculum and health instruction. During the other two years a full academic program can be carried which includes the academic courses listed in the core curriculum and additional elective courses. In like manner curriculums including more than a two-year course in homemaking may be set up.

In case a group of girls in a high school desires to complete a vocational home economics curriculum in which there is included in the last year a one-year intensive course in homemaking, the pupils electing this curriculum should devote one-half of each day throughout the entire senior year to vocational work. The other half-day should be devoted to the two academic subjects listed for the senior year in the core curriculum and health instruction. During the three preceding years they should have completed the academic subjects listed in the core curriculum and some additional elective courses.

As stated previously, a minimum of sixteen units of work must be completed for graduation. In a vocational home economics curriculum, this includes the units listed for the academic subjects in the core curriculum, the units in vocational work, and the units of additional elective subjects.

Need for Flexibility in Courses and Curriculums. All courses of study and all curriculums must of necessity be flexible. An individual school should be the largest unit for which a course of study should be made out. And even in an individual school, adjustments should be made in the course of study to meet the needs of specific groups of girls. Learners are not uniform in their ability to learn and to use what they learn. Therefore, uniformity of curriculum, of courses of study, or of methods of instruction is neither desirable nor scientific from the standpoint of the persons taught.

The home and community activities and experiences of the groups of girls in an individual school are not uniform. For instance, many girls in a given school in a given year will not have had any experience in caring for younger children in the home. It is altogether probable that they could not use or profit by a long unit course on child care. Much more appropriate to their needs would be a short unit course, which includes simple projects and subject matter that are fundamental in giving to the girls an appreciation of the sociological background of the importance to the home and the nation of the health and welfare of the child.

In this same school there may also be a group of girls whose home activities include a great deal of the care of younger brothers or sisters. Or there may be a group of girls who are not now participating in this activity in the home, but whose family needs make it incumbent upon them to assume some responsibility in caring for the younger members of the families and to relieve their mothers for other forms of pleasure and responsibility. For these girls there may well be planned a longer and more comprehensive unit course in child care including many types of projects and much subject matter which can be tied up closely with the varied activities carried on in the home, in which girls of this age can participate in caring for the younger children.

As new groups of pupils enter upon the work, with new needs, interests and activities, those who design the courses of study must respond to these changed conditions by dropping that material which will not effectively meet the needs of the groups to be served, and by adding material which will be genuinely valuable and appropriate to their needs.

Thus the courses of study in home economics and the curriculums should change from year to year to meet the ever varying needs of the groups enrolled for the work. They must always be in a state of revision and adaptation to meet particular needs.

Basis for Organizing Courses of Study. In a book which Doctor Bonser has recently written* he states that "life is a succession of activities in meeting needs," and that "from earliest childhood to old age there is an urge within us that expresses itself in the form of needs and attempts to satisfy these needs." He further states that "what one does in a given situation depends upon the operation of one or more of these three elements of mental content: (1) Knowledge or information; (2) Habits or attitudes; (3) Appreciations."

Since life in the home resolves itself around the performance of an infinite number of various and specific activities, education for the home should definitely and adequately enable girls and women to carry on these activities. Around each of these activities can be built the knowledge or information, the habits or attitudes and the appreciations which are needed for the successful completion of the activities. It is the present and future life needs of the pupils that should be the basis for the organizing of courses of study.

Determining pupil needs. In order to determine the needs of pupils and the phases of work in home economics that can best serve in meeting these needs, it is necessary for one to know the activities of the pupils, the experiences that make up their daily living, and their probable future life experiences. If a teacher is to skillfully and scientifically analyze problems in the life of the individual pupil and groups of pupils, it can be done only through gaining an intimate knowledge of the life experience of each pupil. What are the types of activities that each girl is now actually performing in her home for herself and for others? How is she meeting these responsibilities? What varieties and degrees of attainment are desirable and practicable for her? What kind of a home does she come from? What is her environment during and after school hours? What are the home practices with which she is familiar? Wherein do the activities in which she participates differ from the activities in which her brother participates? Wherein should they differ? How long is she likely to remain in school? What will she do when she leaves school? What are the home activities in which

*"The Elementary School Curriculum,"—Dr. F. G. Bonser, The Macmillan Company, 1922.

the great majority of girls participate today and tomorrow regardless of their future occupations? What are the home activities in which we have reason to believe these girls will participate when they later take up the vocation of homemaking?

This background of information can be secured by means of talks with individual pupils, by group discussions, pupil diaries, questionnaires and visits to the homes of the pupils. In this syllabus there is set up a suggestive means of securing much valuable information concerning the home life of the pupils. Such a problem as this could be set up by the class group for solution at the opening of the school year.

The subject of home economics. In the topical outline which follows, the subject of home economics has been set up as having three main divisions,—I. THE HOME AND THE FAMILY, II. FOOD, and III. CLOTHING.

The units under each division of the subject have been set up as follows:

I. THE HOME AND THE FAMILY

- A. Care and Management of the Home.
- B. Selection, Planning and Furnishing of the House.
- C. The Family—Child Care and Training, Family Relationships, etc.

II. FOOD

- A. Meal Planning, Selection, Purchase, Preparation and Service.
- B. Food Care, Preservation, and Storage.
- C. Food Industries.

III. CLOTHING

- A. Selection and Purchase of Ready-made Articles and Garments.
- B. Care, Repair, Renovation and Remodeling of Articles and Garments.
- C. Selection and Purchase of Materials, Planning and Construction of Articles and Garments.
- D. Clothing and Textile Industries.

Bulletin No. 9-B, Home Economics in Secondary Schools, (Course of Study) includes a list of topics, problems and projects organized under each of the above captions.

Unit-year Foundation Courses. As stated earlier in this bulletin, general home economics should be made available to all girls at the time when the school can best play its part in inculcating right habits, and in molding the character of the girls so as to enable them to take their places in the world as girls and women. The recommendation was also made that home economics as a subject should be introduced wherever possible in the seventh grade. In some school districts in Pennsylvania, however, it may seem desirable to introduce basic or foundation courses in this subject in the fifth or the sixth grade. In other centers it may not be

possible to offer the introductory work until the eighth, ninth or even the tenth grade.

In the basic or foundation work that is offered, each year of work should be organized as a unit in itself built around those arts of the household which hold forth an "appeal" to the girls because of their intrinsic importance to the girls themselves. Each unit-year course should be so planned as to be of specific value to those girls who, because of necessity, may drop out of school at the end of the year. At the same time the course should be so planned as to be of definite value to the girls who will continue their schooling.

This means that each year of foundation work that is built around the home activities of girls must therefore include subject matter and projects chosen from the entire field of home economics. In other words each year of work should include subject matter and projects chosen from each of the three major divisions of the subject of home economics—I. THE HOME AND THE FAMILY, II. FOOD, III. CLOTHING—and the material selected should be adapted to the varying interests, aptitudes, abilities, capacities and environments of the pupils enrolled for the course. If courses in sewing only are introduced in the fifth and sixth grades and if there is an exceedingly large drop-out at the end of the sixth grade, the pupils who have dropped out have been given no opportunity to gain experience and skill in the activities of the household that have to do with FOOD and THE HOME AND THE FAMILY.

Courses Which Are Built on Foundation Courses. In organizing the courses of study in home economics which follow the basic or foundation work, the plan suggested above of selecting subject matter and projects from the entire field of home economics for each year of work may or may not be followed.

Examples may be cited to illustrate when it may not be desirable to follow the above plan. If comprehensive courses in general home economics have been a part of the required work for girls in the fifth and sixth grades in an urban community where many girls drop out of school at the end of the sixth grade, the girls who take home economics in the continuation school may desire to enroll for special phases of work. They may desire a unit-course in "Clothing Selection," or a unit course in the "Remodeling of Clothing," or in "Millinery," or in "Home Management," depending upon their particular and immediate needs. The girls in continuation schools who have domestic service permits may desire a unit of of vocational work in "The Preparation and Serving of Meals," or a unit in "Child Care," or in "Marketing," depending upon their responsibilities in the home.

If comprehensive courses in home economics have been required of girls in the seventh and eighth grades before they enter the high school, many of the girls may desire to elect special units of work. Some of the

girls who are enrolled in an academic curriculum and who have many home responsibilities may desire some units of work in "Home Management," in the "Use of Labor Saving Devices," in the "Construction of Children's Clothing." Girls who are in a commercial curriculum may desire a unit of work in "Clothing for the Well-dressed Business Girl." Senior girls in a College Preparatory Curriculum may desire a unit course in "The Clothing Wardrobe for the Freshman College Girl." Other groups of senior girls may desire a unit course in "Clothing for Commencement Day."

For girls who enter the secondary school having had no foundation work in home economics, courses of study should be organized so as to include material selected from the three fields of home economics. What these activities will be, should of course be determined by an analysis of their present home experiences and needs.

In a four-year home economics curriculum, the work of the first two years may be chosen from the entire field of home economics, and special units of work planned for the last two years.

Courses in Vocational Home Economics for Secondary Schools. Thirteen type courses have been organized by the Department of Public Instruction and are included in this bulletin. These courses offer general suggestions. It is hoped that they will serve as guides in assisting teachers to set standards and to organize vocational courses and curriculums for pupils in various secondary schools throughout the Commonwealth. In setting up curriculums in vocational home economics in schools that receive State and Federal aid for offering this type of work, these courses may be modified, under the provisions of the State and Federal Vocational Education Acts, to meet local vocational needs. Each teacher of vocational economics is asked to analyze carefully each group of girls according to environments, interests and abilities. She is then asked to set up the courses that will best suit the needs of the girls enrolled for vocational work.

As will be noted, each course, in conformance with the suggestions made by the Federal Board for Vocational Education, consists either of all practical subjects or a combination of practical and related subjects. It will also be noted, that the plan of selecting units of practical work from the entire field of home economics for each course has been followed. The work in two of the major divisions of home economics, FOOD and CLOTHING, has not been broken up into smaller units, while the work that has to do with THE HOME AND THE FAMILY is subdivided under the following teaching units:—House Care, Laundering, Child Care, Household Accounting, Home Planning and Furnishing, Home Care of the Sick, and Home Gardening. The problem of subdividing the work in FOOD and CLOTHING into various units has been left to the individual classroom teacher. Related subjects are those arts and sciences

that are fundamental to homemaking instruction. They include such subjects as art, drawing and designing as they relate to clothing and the home. They also include sciences such as chemistry, bacteriology, physics and others as applied to problems in the home. To set these up as related subjects, it is necessary to select and organize the material from the field of science and art that relates to home problems, and correlate it with instruction in homemaking.

The amount of time given to any of the various units of work set up in the type courses may be increased or decreased providing the total weekly time devoted by a class group to all phases of vocational home economics meets the requirements stated on pages 17 and 18 under the heading "Time Allotment." For example, if it seems desirable to give one period less to the study of Clothing and one period more to Home Care of the Sick, this adjustment should be made. It is hardly necessary to mention that in urban districts where families do not raise their own vegetables it would be highly impractical to offer a course in Vegetable Gardening with no opportunity to make practical application of the work; or to offer an intensive course in Child Care to girls who will have no opportunity to gain skill and efficiency in caring for children while they are enrolled in the course; or to attempt to offer a separate course in Household Chemistry in a school where there is no equipment with which to work.

The type courses are one, two, three and four years in length. Any one of the two-year courses can be used as a basis for three and four-year courses in schools where it seems desirable to offer longer courses. An analysis of the needs of the pupils should reveal to the home economics teacher, who is setting up a third or a fourth year of vocational work, whether selections should be made from all three major divisions of home economics for this additional work, or whether special units of work should be selected from only one or two of the divisions of the subject. The following are suggestive special unit courses that could be offered:—Savings and Investments, Spring Millinery, Construction of Children's Clothing, Dietetics, Invalid Cookery, Foods for Children, Costume Design, Home Gardening, Poultry Raising, Mechanics of the Household.

When a third or fourth year of vocational work is set up for a group of pupils who have completed a two or three-year basic vocational course, the additional work must be set up according to the conditions given on pages 16-17 of this bulletin, if the school district is to be entitled to receive reimbursement under the State and Federal Vocational Education Acts on the salary of the teacher offering this work. The enrollment for extended vocational work must be sufficiently large to warrant the expenditure of State and Federal funds.

*Type I. One-year course.**Vocational half-day devoted to practical and related subjects.*Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Clothing.....	4	80	4	90	4	90
House Care.....	1	80	1	90	1½	90
Laundering.....	1½	80	1	90	1½	90
Child Care.....	2	40	2	45	2	45
Art (including drawing & design).....	1	80	1	90	1	90
	2	40	2	45	2	45
SECOND SEMESTER						
Food.....	5	80	5	90	5	90
Home Planning and Furnishing.....	1½	80	1	90	1½	90
Household Accounting.....	3	40	3	45	4	45
Home Care of Sick.....	3	40	3	45	3	45

*Type II. One-year course.**Vocational half-day devoted to practical and related subjects.*Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Food.....	2	80	2	90	2	90
Clothing.....	2	80	2	90	2	90
Household Accounting.....	2	40	2	45	2	45
House Care.....	1	80	1	90	1½	90
Laundering.....	1½	80	1	90	1½	90
Child Care.....	2	40	2	45	2	45
Art (including drawing & design).....	1	80	1	90	1	90
SECOND SEMESTER						
Food.....	3	80	3	90	3	90
Clothing.....	2	80	2	90	2	90
Household Accounting.....	2	40	2	45	2	45
Home Planning and Furnishing.....	1	80	1	90	1½	90
Home Care of Sick.....	1	80	1	90	1½	90
Art (including drawing & design).....	1	80	1	90	1	90

Type III. Two-year course.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

Clothing.....	4	80	3	90	4	90
House Care.....	2	40	2	45	3	45
Laundering.....	1	80	1	90	1	90
Art (including drawing & design).....	1	80	1	90	1	90
General Science.....	3	40	3	45	3	45
	1	80	1	90	1	90

SECOND SEMESTER

Food.....	4	80	3	90	4	90
House Care.....	2	40	2	45	3	45
Laundering.....	1	80	1	90	1	90
Art (including drawing & design).....	1	80	1	90	1	90
General Science.....	3	40	3	45	3	45
	1	80	1	90	1	90

5-hour day				6-hour day	
40' periods		45' periods		45' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
4	80	3	90	4	90
2	40	2	45	3	45
1	80	1	90	1	90
1	80	1	90	1	90
3	40	3	45	3	45
1	80	1	90	1	90

SECOND YEAR

FIRST SEMESTER

Food.....	3	80	3	90	3	90
Child Care.....	1	80	1	90	2	90
Home Planning and Furnishing.....	1½	80	1	90	2	90
Household Accounting.....	2	40	2	45	2	45
Household Chemistry.....	4	40	3	45	3	45
	1	80	1	90	1	90

SECOND SEMESTER

Clothing.....	3	80	3	90	3	90
Household Accounting.....	1	80	1	90	1½	90
Home Planning and Furnishing.....	1	80	1	90	1	90
Home Care of Sick.....	1½	80	1	90	2	45
					1	90
Household Chemistry.....	4	40	3	45	3	45
	1	80	1	90	1	90

5-hour day				6-hour day	
40' periods		45' periods		45' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
3	80	3	90	3	90
1	80	1	90	2	90
1½	80	1	90	2	90
2	40	2	45	2	45
4	40	3	45	3	45
1	80	1	90	1	90

Type IV. Two-year course.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

Clothing.....	4	80
Child Care.....	2	40
Laundering.....	1	80
Art (including drawing & design).....	1	80
General Science.....	3	40
	1	80

SECOND SEMESTER

Food.....	4	80
House Care.....	1	80
Household Accounting.....	2	40
Art (including drawing & design).....	1	80
General Science.....	3	40
	1	80

5-hour day				6-hour day	
40' periods		45' periods		45' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
4	80	3	90	4	90
2	40	2	45	2	45
1	80	1	90	1	45
				1	90
1	80	1	90	1	90
3	40	3	45	3	45
1	80	1	90	1	90
4	80	3	90	4	90
1	80	1	90	1½	90
2	40	2	45	2	45
1	80	1	90	1	90
3	40	3	45	3	45
1	80	1	90	1	90

SECOND YEAR

FIRST SEMESTER

Food.....	4	80
Child Care.....	1	80
Home Care of Sick.....	1½	80
Home Planning and Furnishing.....	2	80
Art (including drawing & design).....	1	80

SECOND SEMESTER

Clothing.....	4	80
Household Accounting.....	1	80
Laundering.....	1½	80
Home Planning and Furnishing.....	1	80
House Care.....	2	80

5-hour day				6-hour day	
40' periods		45' periods		45' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
4	80	3	90	4	90
1	80	1	90	1	90
1½	80	1½	90	2	90
2	80	2	90	2	90
1	80	1	90	1	90
4	80	4	90	4	90
1	80	1	90	1½	90
1½	80	1	90	1½	90
1	80	1	90	1	90
2	80	1½	90	2	90

*Type V. Two-year course.**Vocational half-day devoted to practical and related subjects.*

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Clothing.....	3	80	3	90	3	90
Laundering.....	2	40			2	45
	1	80	1	90	1	90
House Care.....	2	40	2	45	1	90
					1	45
General Science.....	5	40	5	45	5	45
Art (including drawing & design).....	2	40	2	45	2	45
SECOND SEMESTER						
Food.....	3	80	2	90	3	90
Clothing.....	2	80	2	90	2	90
House Care.....	1	80	1	90	1	90
General Science.....	5	40	5	45	5	45
Art (including drawing & design).....	2	40	2	45	2	45

SECOND YEAR

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Food.....	3	80	2½	90	3	90
Clothing.....	2	80	2	90	2	90
Child Care.....	1	80	1	90	1	90
Household Accounting.....	1	80	1	90	1½	90
Home Planning and Furnishing.....	2½	80	2	90	2½	90

SECOND SEMESTER

Food.....	2½	80	2	90	3	90
Clothing.....	2	80	2	90	2	90
Child Care.....	1	80	1	90	1	90
Household Accounting.....	1	80	1	90	1	90
Home Care of Sick.....	2	80	1½	90	2	90
Art (including drawing & design).....	1	80	1	90	1	90

*Type VI. Two-year course.**Vocational half-day devoted to practical and related subjects.*

Based upon six—60' periods per day.

FIRST YEAR			SECOND YEAR		
FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	4	120	Food.....	3	120
Laundrying.....	1½	120	House Care.....	2	60
General Science.....	4	60	Household Accounting.....	2	60
			Child Care.....	2	60
			Art (including drawing & design).....	3	60
SECOND SEMESTER			SECOND SEMESTER		
Food.....	4	120	Clothing.....	3	120
House Care.....	1½	120	Home Planning & Furnishing.....	2	120
General Science.....	4	60	Home Care of Sick.....	2	60
			Art (including drawing & design).....	3	60

*Type VII. Two-year course.**Vocational half-day devoted to practical and related subjects.*

Based upon six—60' periods per day.

FIRST YEAR			SECOND YEAR		
FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	4	120	Food.....	3	120
Laundrying.....	1½	120	Child Care.....	3	60
Household Accounting.....	2	60	Home Planning and Furnishing.....	2	120
			House Care.....	2	60
SECOND SEMESTER			SECOND SEMESTER		
Food.....	4	120	Clothing.....	3	120
House Care.....	2	60	Household Accounting.....	2	60
Laundrying.....	1	120	Home Planning and Furnishing.....	1½	120
Child Care.....	1	60	Home Care of Sick.....	4	60
Home Gardening*.....	2	60			

*Other practical work may be substituted for this course.

Type VIII. Three-year course—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' periods per day in a five-hour school day.

This course is planned for small rural high schools with three or four teachers, one of which is a home economics teacher. The course includes three full years of work in vocational home economics for all girls. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the three full years of vocational work are offered each year. The freshman work is to be given every year to the incoming group of freshman girls. The sophomore and junior girls are to be combined each year and are to complete the sophomore work which is offered one year and the junior work which is offered the following year. The fourth year of work may be made up entirely of academic subjects.

FRESHMAN YEAR
(Constants)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	SECOND SEMESTER	No. Pds.	Lgth. Pds.
Food.....	5	80	Clothing.....	5	80
House Care.....	2	40	Laundrying.....	1	80
Art (including drawing & design).....	1	80	Art (including drawing & design).....	2	40
General Science.....	3	40	General Science.....	3	40
	1	80		1	80

SOPHOMORE YEAR

(Alternating Years)

JUNIOR YEAR

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Food.....	5	80	Clothing.....	5	80
Child Care.....	2	80	House Care.....	1	80
Household Accounting.....	1	80		1	40
	1	40	Laundrying.....	1	80
Art (including drawing & design).....	1	80		1	40
			Home Planning and Furnishing.....	1	80
SECOND SEMESTER				1	40
Food.....	5	80	SECOND SEMESTER		
Household Accounting.....	1	80	Clothing.....	5	80
	1	40	House Care.....	2	80
Home Care of Sick.....	2	80	Home Planning and Furnishing.....	2	80
Art (including drawing & design).....	1	80		1	40

Type IX. Four-year courses—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' periods per day in a five-hour school day.

This course is planned for small rural high schools with only three teachers, one of which is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined and take the junior and senior work on alternating years. This course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

SOPHOMORE YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
Laundering.....	12½	80	House Care.....	2	80
Child Care.....	1½	80	General Science.....	5	40
Art (including drawing & design).....	1½	80			
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	12½	80	House Care.....	2	80
Home Care of Sick.....	1½	80	General Science.....	5	40
Art (including drawing & design).....	1½	80			

JUNIOR YEAR

SENIOR YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
House Care.....	2	80	Child Care.....	1	80
Home Planning and Furnishing.....	2½	80	Household Accounting.....	2	80
			Art (including drawing & design).....	1½	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	2	80	Household Accounting.....	2	80
Home Planning and Furnishing.....	2½	80	Art (including drawing & design).....	1½	80
			Home Care of Sick.....	1	80

Type X. Four-year course—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' periods per day in a five-hour school day.

This course is planned for small rural high schools with only three teachers, one of which is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered each year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined to take the junior and senior work on alternating years. The course may be operated in these schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

SOPHOMORE YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
Laundrying.....	1½	80	House Care.....	2	80
Child Care.....	1	80	Household Accounting.....	1½	80
Art (including drawing & design).....	2	80	Home Care of Sick.....	1	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundrying.....	1½	80	House Care.....	2	80
Child Care.....	1	80	Household Accounting.....	1½	80
Art (including drawing & design).....	2	80	Home Care of Sick.....	1	80

JUNIOR YEAR

SENIOR YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
House Care.....	2	80	Child Care.....	2	80
Home Planning and Furnishing.....	2½	80	Household Accounting.....	1	80
			Art (including drawing & design).....	1½	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundrying.....	2	80	Household Accounting.....	1	80
Home Planning and Furnishing.....	2½	80	Home Care of Sick.....	2	80
			Art (including drawing & design).....	1½	80

Type XI. Four-year course—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon five—60' periods per day in a five-hour school day.

This course is planned for small rural high schools with only three teachers, one of which is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined and take the junior and the senior work on alternating years. This course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

SOPHOMORE YEAR

(Alternating Years)

FIRST SEMESTER			FIRST SEMESTER		
	No. Pds.	Lgth. Pds.		No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3½	120
Laundering.....	1	120	House Care.....	1	120
Child Care.....	1	120	General Science.....	4	60
Art (including drawing & design).....	2	60			
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3½	120
Laundering.....	1	120	House Care.....	1	120
Home Care of Sick.....	1	120	General Science.....	4	60
Art (including drawing & design).....	2	60			

JUNIOR YEAR

SENIOR YEAR

(Alternating Years)

FIRST SEMESTER			FIRST SEMESTER		
	No. Pds.	Lgth. Pds.		No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3	120
House Care.....	1	120	Child Care.....	1½	120
Home Planning and Furnishing.....	2	120	Household Accounting.....	2	60
			Art (including drawing & design).....	2	60
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3	120
Laundering.....	1	120	Household Accounting.....	2	60
Home Planning and Furnishing.....	2	120	Art (including drawing & design).....	1½	120
			Home Care of Sick.....	2	60

*Type XII. Four-year course—alternating plan.**Vocational half-day devoted to practical and related subjects.*

Based upon five—60' periods per day in a five-hour school day.

This course is planned for small rural high schools with only three teachers, one of which is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined and take the junior and the senior work on alternating years. The course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

SOPHOMORE YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3½	120
Laundering.....	1	120	House Care.....	1	120
Child Care.....	1	120	Household Accounting.....	2	60
Art (including drawing & design).....	2	60	Home Care of Sick.....	1	120
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3½	120
Laundering.....	1	120	House Care.....	1	120
Child Care.....	1	120	Household Accounting.....	2	60
Art (including drawing & design).....	2	60	Home Care of Sick.....	1	120

JUNIOR YEAR

SENIOR YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth Pds.	FIRST SEMESTER	No. Pds.	Lgth Pds.
Clothing.....	3½	120	Foods.....	3	120
House Care.....	1	120	Child Care.....	1½	120
Home Planning and Furnishing.....	2	120	Household Accounting.....	2	60
			Art (including drawing & design).....	2	60
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3	120
Laundering.....	1	120	Household Accounting.....	2	60
Home Planning and Furnishing.....	2	120	Art (including drawing & design).....	2	60
			Home Care of Sick.....	1½	120

Type XIII. Two-year course.

Vocational half-day devoted to practical and related subjects.

Based upon 60' periods per day in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

	5-hour day		6-hour day	
	60' periods		60' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Clothing.....	2½	120	2½	120
House Care.....	1	120	1	120
Laundering.....	2	60	2	60
Art (including drawing and design)	4	60	4	60
General Science.....				
SECOND SEMESTER				
Foods.....	2½	120	2½	120
House Care.....	1	120	1	120
Laundering.....	2	60	2	60
Art (including drawing and design)	4	60	4	60
General Science.....				

SECOND YEAR

FIRST SEMESTER

	5-hour day		6-hour day	
	60' periods		60' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Foods.....	2½	120	2½	120
Home Planning and Furnishing.....	1	120	1	120
Child Care.....	2	60	2	60
Household Accounting.....	4	60	4	60
Household Chemistry.....				
SECOND SEMESTER				
Clothing.....	2½	120	2½	120
Household Accounting.....	2	60	2	60
Home Planning and Furnishing.....	1	120	1	120
Home Care of Sick.....	4	60	4	60
Household Chemistry.....				

FRESHMAN YEAR

SOPHOMORE YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
Laundering.....	1½	80	House Care.....	2	80
Child Care.....	1	80	Household Accounting.....	1½	80
Art (including drawing & design).....	2	80	Home Care of Sick.....	1	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	1½	80	House Care.....	2	80
Child Care.....	1	80	Household Accounting.....	1½	80
Art (including drawing & design).....	2	80	Home Care of Sick.....	1	80

JUNIOR YEAR

SENIOR YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
House Care.....	2	80	Child Care.....	2	80
Home Planning and Furnishing.....	2½	80	Household Accounting.....	1	80
			Art (including drawing & design).....	1½	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	2	80	Household Accounting.....	1	80
Home Planning and Furnishing.....	2½	80	Home Care of Sick.....	2	80
			Art (including drawing & design).....	1½	80

Pupils Need to Be Met by Problems. In life the best type of thinking is tied up with a problem, and one's success in meeting real life situations is bound up with the elements that make up constructive thinking. The opportunity to develop habits of thought and work which come through real experiences and through the working out of real, live problems should be an essential part of the method of instruction in home economics. There must be a problem to solve. There must be a situation before the pupils which challenges their interest and their attention and awakens a desire to direct their efforts to solve the problem before them.

In his book "What is Education?" Doctor Moore challenges the thinking of educational people when he says: "Action produces ideas. It is striving to attain an end which develops knowledge. Mind is a problem solver. It is perplexity, doubt, conflict, and not the even tenor of an untroubled mind which causes reflection. Where there is no question, there can be no searching for an answer. Where there is no problem, there is no occasion for the mind to converse with 'herself.'

If we are not concerned about anything in particular, our minds go wool gathering, we daydream. A purpose to be served, an undertaking to be accomplished, keeps the flow of ideas within bounds. Learning is not the blind accumulation of facts but the purposeful accumulation of facts. The discoverer is the one who is perplexed, who has a problem which has set him to guessing how it may be solved. The problem must be his problem not a merely abstract one. When it is his problem, it keeps turning itself over in his mind until he finally hits upon some notion as to how to solve it."

In the general academic field it has come to be recognized that pupils study much more effectively through much reading and study if the reading is stimulated and directed by special problems. In the experimental work in Silent Reading Tests that was carried on by the National Society for the Study of Education, results which were tabulated justify their conclusion that if pupils have a list of questions before reading an article it arouses their interest and directs their efforts.*

Unfortunately courses of study in home economics as well as courses of study in other educational fields have been examples of what Doctor Bonser calls an "error that has been almost universal," namely "that of requiring activities, desirable enough in their place, at a time when the pupil has no feeling of need for them and no personal sense of their worth. There is, therefore, no mental set or state of readiness for what is presented." He continues further to state that "the assignment of school tasks is often very much like requiring one to eat when one is not hungry. There is no genuine satisfaction in such work because it is not done in response to any real feeling of need for it. The attitude in performing these tasks is either that of conventional tolerance or sometimes even poorly concealed hostility. The only circumstances under which learning takes place with a maximum of interest, effort and satisfaction are those in which the new is required by some genuinely personally appreciated need. Whatever is formed to promote a self-understood and self-projected purpose is mastered with a full sense of its worth. The mind is in a state of readiness for it and it is assimilated with relative ease." †

If a course of study in home economics is to serve as a guide in solving problems, it should consist of a collection of pupil needs organized on the basis of problems to be met and solved. No course of study that merely outlines facts and processes to be learned will function as it should. Pupils learn through motivated problems, through "purposeful activities." Doctor Dewey says that a "forked road situation" must be before the pupil.

*See the Twentieth Yearbook of the National Society for the Study of Education, Chapter VII, Section II, on the Value of the Summary When Stimulated and Directed by Specific Problems.

†"Elementary School Curriculum" by Dr. F. G. Bonser.

It is evident that a problem such as the following, which if set up by pupils and teacher at the opening of the school year and the listed projects carried on for a period of time, would serve not only to place before the teacher of a group much valuable information which she should have in regard to their daily and immediate experiences, but would also serve to raise questions in the minds of the pupils themselves of problems to be solved.

Problem: How can the study of home economics help me to keep well and happy, and help me to intelligently take my share of responsibility in promoting the happiness and welfare of my family?

In order to discuss with my teacher what I can learn to do, it will be necessary for me first to list the things that I can do now along the line of food, clothing, and other household activities. These may be grouped as follows:

1. The daily things that I do at home:
 - a. Before going to school in the morning.
 - b. During the noon hour.
 - c. After school {before the evening meal.
after the evening meal.
2. The things that I do weekly including Saturdays and Sundays.
3. The occasional things that I do or have done.
 - a. During the seasonal care of the house.
 - b. During the seasonal care of the clothing.
 - c. During the canning seasons.
 - d. During mother's illness or while she was away.
 - e. During the illness of some member of the family.
4. Activities outside the home in which I now participate.
 - a. Home parties.
 - b. School parties and other activities.
 - c. Church organization suppers.
 - d. Other community affairs.

Suggestive Problems for Courses in Home Economics. In Bulletin No. 9-B, Home Economics in Secondary Schools (Courses of Study), there are other problems which have been set up with suggestive lists of activities, which, when successfully carried on will help to solve these problems. They are only suggestive and are for the purpose of stimulating discussions between teacher and pupils so as to develop other problems from the expressed needs of the pupils.

In general home economics work, since every year of work should form a common background of experience, of thought and action for all girls and women regardless of their future occupations, there can be many group problems. Therefore pupils and teacher can together set up problems for the group to solve. The activities which will be carried on by each pupil in solving the problems will, however, vary with the pupil, with her present and future needs, and with her life experience.

In vocational courses many problems will vary with the individual pupil, and she should be helped to set up her specific problem and the activities involved in solving it.

On the teacher rests the responsibility of "creating the conditions and situations which awaken in a mental way feelings of need for activities which lead on to larger life objectives." She must be the storehouse of ideas, she must guide and direct their thinking, and help them to define clearly the problems which they desire to solve, and need to solve. There must be "purposing" on the part of the pupil. Doctor Kilpatrick, in his article on the project method states that "evil results must inevitably follow the effort to found our educational procedure on an unending round of set tasks in conscious disregard of the element of dominant purpose in those who perform the tasks." He further states with regard to pupil activities that their "psychological value increases with the degree of approximation to whole heartedness." *

*"The Project Method" by W. H. Kilpatrick, Published by Teachers College, Columbia University, N. Y.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

HOME ECONOMICS
IN
SECONDARY SCHOOLS
(Courses of Study)



Revised Reprint
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FOREWORD

It has been found desirable to revise Bulletin No. 9, Home Economics Education. In the revision, the material in the bulletin has been divided into three parts and published as follows: (1) Bulletin No. 9A—Home Economics in Secondary Schools, Organization and Administration, (2) Bulletin No. 9B—Home Economics in Secondary Schools, Courses of Study, (3) Bulletin No. 9C—Bibliography.

The original Bulletin No. 9 of which this is a revision was intended to be of service to school administrators and supervisors and teachers of home economics in the secondary schools. It was prepared under the direction of L. H. Dennis, Deputy State Superintendent by the following: Miss Helen J. Dodge, Chairman, in charge of Home Economics Division; Mrs. Anna G. Green, State Supervisor of Home Economics; Miss Lu M. Hartman, State Supervisor of Home Economics; Miss Edith P. Chace, Head of the Home Economics Department, The Pennsylvania State College; Miss Ada Z. Fish, Head of the Art and Home Economics Department, the William Penn High School, Philadelphia; Miss Irene McDermott, Director of Household Economy, Pittsburgh; and Miss Mary Palmer, County Supervisor of Home Economics, Chester County, Pennsylvania.

The bulletin here presented, Bulletin No. 9B, Home Economics in Secondary Schools, Courses of Study, has been revised by Mrs. Anna G. Green, Assistant Director of Vocational Education, in charge of Home Economics and Mrs. Edith D. Davison, State Supervisor of Home Economics. It is intended primarily for the use of home economic supervisors and teachers in setting up objectives, in organizing instruction, in deciding on methods, and in measuring results of instruction.

JOHN A. H. KEITH,
Superintendent of Public Instruction.

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PURPOSE OF BULLETIN

The bulletin is written as a guide for home economics supervisors and teachers in organizing within the public schools of Pennsylvania curriculums and courses of study that center around the home and its activities. It will aid in the analysis of varying groups of pupils that home economics is to serve in particular schools and communities; in determining objectives for these groups and in organizing suitable courses of study for elementary and advanced classes based on pupils' activities, responsibilities and interests.

REASONS FOR TEACHING HOME ECONOMICS

The home built upon love and respect is the most significant and indispensable of institutions. Present day tendencies are threatening its stability in several ways, namely,

1. In the conspicuous absence of the family within the home.
2. In people's tendency to live beyond their income.
3. In lack of parental control.
4. In the prevalence of the divorce evil.
5. In the neglect of spiritual and moral education.
6. In the failure of parents to be entirely truthful and law abiding.

It is necessary, therefore, that training in homemaking for our girls be given which will enable them to build and maintain a home and thus make the foundation rock of our country safe. Home Economics is consequently the open door which gives an opportunity to magnetize our mothers with "the responsibilities of homemaking." Home Economics stands for:

- "1. The ideal home life of today unhampered by the traditions of the past.
2. The utilization of all the resources of modern science to improve the home life.
3. The freedom of the home from the dominance of things and their due subordination to ideals.
4. The simplicity in material surroundings which will most free the spirit for the more important and permanent interest of the home and of society."

ELLEN H. RICHARDS.

Eighty to ninety per cent of our girls will become homemakers. The remainder will in some way be connected with homes.

The home no longer provides the training needed by girls and boys.

The high cost of living has forced women into remunerative work outside of the home.

Home Economics training is a direct asset to the girl in a business or professional career. Furthermore, within five years or less a business girl is likely to become a homemaker.

There is need of assistance in solving new and changing problems and training in efficiency to work them out.

Women and girls have the responsibility of spending a large per cent of the money income for themselves and families.

No other course in high school gives training in thinking and in judgments on personal and home problems.

OBJECTIVES IN HOME ECONOMICS, GENERAL AND VOCATIONAL

To keep the curriculum up-to-date, we must study life about us and in so doing consider the following:

1. The objectives in a satisfying home life and what comprises efficient homemaking.
2. The activities of the homemaker.
3. The provision for training for the necessary home activities with special emphasis on those problems where efficiency is lacking in the performance of managerial tasks.
4. The necessity of constantly examining what is taught in home economics to vitalize teaching.

General Home Economics. * "The aims of General Home Economics include a general appreciation of high ideals, high purposes, enthusiasm for service, interest in the enterprise of homemaking with a vision of its possibilities."

Vocational Home Economics. The aims in vocational home economics include all that general home economics includes plus productive skill and managerial efficiency. The time element is larger and the individual responsibility of the student is greater.

The objectives to be attained by a pupil who studies home economics as a part of her general education are essentially different from those to be attained by the pupil who is working intensively to prepare herself for full or part responsibility in the vocation of homemaking. General home economics must aid in developing emphatically health values, economic values, art values, and social values. This necessitates as much practical participation or constructive work as is needed to make the meaning, standards, values, and activities clearly understood. Every problem should be in relationship to a real practical situation and thus lay the foundation for later vocational work.

CREDIT

1. *A Unit.* A unit shall consist of the satisfactory completion of the equivalent of 120 sixty-minute recitation hours of work requiring preparation outside of class. Work requiring no outside preparation

*"The Home Economics Curriculum"—Dr. F. G. Bonser, Teacher's College Record, January, 1923.

shall be counted as one-half the unit value of work requiring outside preparation. Work to be given half credit ordinarily includes the following subjects: manual training, shop work of all kinds, drawing, music in class, physical training, typewriting, penmanship. Whether certain other work such as foods, clothing, and bookkeeping is given full or half credit depends on the requirement of outside preparation of lessons.

Any arrangement of recitations for any length of school year can be reduced to its unit value on an arithmetical basis. For example: the arithmetical statement for four forty-five minute recitations per week for a school year of forty weeks would be

$$\frac{4 \times 45 \times 40}{60} = 120$$

General Home Economics. A total of sixteen units of credit is required for graduation from a four-year high school. Four units or twenty-five per cent of the total number of units is the minimum number of units that must be arranged for courses in a general home economics curriculum if the curriculum is to be accredited as a general home economics curriculum. Six units is the maximum number that should be offered. Units of work in home economics may be distributed throughout the four years of high school or arranged within a period of two or three years. In case fewer than six credits in home economics are included in the curriculum of sixteen units required for graduation, it will be necessary to complete additional elective academic courses. When selecting these additional subjects to be completed the pupil's prospective vocation should be definitely considered and subjects selected which will be of most value to the pupil.

SUGGESTIVE ARRANGEMENT OF HOME ECONOMICS CREDITS

1. Pupils who will remain at home after graduation—Type I.
2. Pupils who have not had home economics in the seventh and eighth grades—Type II.
3. Pupils who may desire some economics throughout the four years—Type III, IV, V.

	Type I	Type II	Type III	Type IV	Type V
Home economics, 1st yr.....		2 credits	1 credit	1 credit	2 credits
Home economics, 2nd yr.....		2 credits	1 credit	1 credit	2 credits
Home economics, 3rd yr.....	2 credits		1 credit	2 credits	$\frac{1}{2}$ credit
Home economics, 4th yr.....	2 credits		1 credit	2 credits	$\frac{1}{2}$ credit

4. Pupils who enroll in three-year senior high school for an intensive three-year curriculum.

	Type I	Type II	Type III	Type IV
Home economics, 10th grade.....	1 credit	1 credit	2 credits	2 credits
Home economics, 11th grade.....	1 credit	2 credits	2 credits	2 credits
Home economics, 12th grade.....	2 credits	2 credits	2 credits	2 credits

Other arrangements for a curriculum in the three-year senior high school may be worked out providing the minimum-maximum home economics credits are observed, and providing the total number of credits to be completed is at least twelve beyond those completed in the ninth grade of the junior high school.

Vocational Home Economics. A total of sixteen units of credits is required for graduation from a four-year course in a high school or a vocational school. Two to two and a half units are given for each year of vocational work on the basis of one half of each day being devoted to vocational courses. Such courses may be arranged on a one, two, three, or four-year basis.

1. *Time Allotment.* For day schools the school year must consist of at least nine months. The total hours of instruction (academic and vocational) per week in cities over 25,000 will be thirty 60-minute hours or six hours a day for five days. In cities of less than 25,000 the hours of instruction per week may be twenty-five 60-minute hours or five hours a day for five days.

In a six-hour school day, one-half the day or 180 minutes must be devoted to practical subjects, or to practical and related subjects. This makes a weekly total of 900 minutes.

In a five-hour day, one-half the day or 150 minutes must be devoted to practical subjects, or to practical and related subjects. This makes a weekly total of 750 minutes.

As stated above, the vocational half-day may be devoted entirely to practical work, or to a combination of practical and related subjects. In case the latter is desired, the proportion between these two phases of work may be met as follows:

<i>School Day</i>	<i>Total Vocational Time</i>	<i>Proportion of Practical and Related Subjects</i>		
6-Hour	180" Daily	{ Practical	120"	minimum
		{ Related	60"	maximum
	900" Weekly	{ Practical	600"	minimum
		{ Related	300"	maximum
5-Hour	150" Daily	{ Practical	90"	minimum
		{ Related	60"	maximum
	750" Weekly	{ Practical	450"	minimum
		{ Related	300"	maximum

2. *Segregation.* Pupils taking vocational work in the all-day schools are to be segregated for the practical and related subjects that make up the vocational half-day. It is recommended that they take their academic work along with the regular academic classes.

CURRICULUMS AND COURSES OF STUDY

In home economics four factors should govern curriculum construction and the organization of courses of study, namely, the needs of the pupils, the responsibilities of pupils outside of the school, the interests of the pupils and the abilities of the pupils. Flexibility is the watchword for functioning curriculums. Because this so only type outlines of courses of study are suggested to serve as guides for the teacher in planning for fundamental needs of all groups. With such outlines the teacher is not restricted in the revision and adaptation of subject matter which is necessary owing to constantly changing conditions of the needs and interests of varied groups.

General Home Economics. The foundation for this work should be laid in the first six grades of the elementary school, not in instruction in home economics, but in the elementary industrial arts program. For the great majority of boys and girls in the first six grades, the elementary school curriculum should include an elementary industrial arts program which should be the same for boys and girls. In this program there should be, of course, many phases of prevocational work drawn from the fields of food, clothing and shelter, and there should be included many simple projects, drawn from the arts of the household, which boys and girls will elect and which will very definitely play a part in contributing to worthy home membership. This practical arts work should be of such nature as to meet needs common to all boys and girls. It should cover a wide range of practical activities to be performed in the home, and boys and girls should be together for instruction, discussion and group projects to be performed in the school.

To segregate our girls throughout the entire educational system for instruction in all that relates to the arts of the household would be making a very serious mistake. If this were to be our program, where would our boys be educated for responsibilities in their homes? It is essential that boys too shall receive instruction which will enable them to be contributing members of family groups. They have a rightful claim on knowledge which will enable them to live happier and more helpful lives in their homes. Should not men and women together understand problems in homemaking and be able to work together in building their homes? In the biggest, broadest kind of a democracy, every individual is a contributing member,—a worker. Likewise in the broadest kind of a cooperative family group each individual is contributing service and is working for the welfare of the members of the family group and for the members of society. It is incumbent upon each mem-

ber of the family to assume some responsibility, to discharge some duties, to be a worker, a contributor, under all circumstances, unless incapacitated by extreme youth or sickness. Home economics teachers in a school system should cooperate with elementary school teachers in selecting the subject matter and the various activities or projects relating to foods, clothing and shelter, which concern boys as well as girls. They should then give active assistance to the staff in the elementary school in making a place for as much of this subject matter and as many of these activities as can be embodied in the elementary industrial arts program in the various grades.

Determining Pupil Needs. In order to determine the needs of pupils and the phases of work in home economics that can best serve in meeting these needs, it is necessary for one to know the activities of the pupils, the experiences that make up their daily living, and their probable future life experiences. If a teacher is to skillfully and scientifically analyze out problems in the life of the individual pupil and groups of pupils, it can be done only through gaining an intimate knowledge of the life experience of each pupil. What are the types of activities that each girl is now actually performing in her home for herself and for others? How is she meeting these responsibilities? What varieties and degrees of attainment are desirable and practicable for her? What kind of a home does she come from? What is her environment during and after school hours? What are the home practices with which she is familiar? Wherein do the activities in which she participates differ from the activities in which her brother participates? Wherein should they differ? How long is she likely to remain in school? What will she do when she leaves school? What are the home activities in which a great majority of girls participate today and tomorrow regardless of their future occupations? What are the home activities in which we have reason to believe these girls will participate when they later take up the vocation of homemaking?

This background of information can be secured by means of talks with individual pupils, by group discussions, pupil diaries, questionnaires and visits to the homes of the pupils. The following problem may be used in securing much valuable information concerning the home life of the pupils. Such a problem as this could be set up by the class group for solution at the opening of the school year.

Problem: How can the study of home economics help me to keep well and happy, and help me to intelligently take my share of responsibility in promoting the happiness and welfare of my family?

In order to discuss with my teacher what I can learn to do, it will be necessary for me first to list the things that I can do now along the line of food, clothing, and other household activities. These may be grouped as follows:—

1. The daily things that I do at home:
 - a. Before going to school in the morning.
 - b. During the noon hour.
 - c. After school { before the evening meal.
after the evening meal.
2. The things that I do weekly including Saturdays and Sundays.
3. The occasional things that I do or have done:
 - a. During the seasonal care of the house.
 - b. During the seasonal care of the clothing.
 - c. During the canning seasons.
 - d. During mother's illness or while she was away.
 - e. During the illness of some member of the family.
4. Activities outside the home in which I now participate:
 - a. Home parties.
 - b. School parties and other activities.
 - c. Church organization suppers.
 - d. Other community affairs.

The Subject of Home Economics. In the topical outline which follows, the subject of home economics has been set up as having three main divisions,—I. THE HOME AND THE FAMILY, II. FOOD, and III. CLOTHING.

The units under each division of the subject have been set up as follows:—

I. THE HOME AND THE FAMILY

- A. Care and Management of the Home.
- B. Selection, Planning and Furnishing of the House.
- C. The Family—Child Care and Training, Family Relationships, etc.

II. FOOD

- A. Meal Planning, Selection, Purchase, Preparation and Service.
- B. Food Care, Preservation, and Storage.
- C. Food Industries.

III. CLOTHING

- A. Selection and Purchase of Ready-made Articles and Garments.
- B. Care, Repair, Renovation and Remodeling of Articles and Garments.
- C. Selection and Purchase of Materials, Planning and Construction of Articles and Garments.
- D. Clothing and Textiles Industries.

Under the topical outlines detailed lists of activities are recorded.

Home Economics as a Subject Should Be Introduced Wherever Possible in the Seventh Grade. In some school districts in the state, however, it may seem desirable to introduce basic or foundation courses in this subject in the fifth or sixth grade. In other centers it may not be

possible to offer the introductory work until the eighth, ninth or even the tenth grade.

In the basic or foundation work that is offered, each year of work should be organized as a unit in itself built around those arts of the household which hold forth an "appeal" to the girls because of their intrinsic importance to the girls themselves. Each unit-year course should be so planned as to be of specific value to those girls who, because of necessity, may drop out of school at the end of the year. At the same time the course should be so planned as to be of definite value to the girls who will continue their schooling.

This means that each year of foundation work that is built around the home activities of girls must therefore include subject matter and projects chosen from the entire field of home economics. In other words each year of work should include subject matter and projects chosen from each of the three major divisions of the subject of home economics, I. THE HOME AND THE FAMILY, II. FOOD, III. CLOTHING, and the material selected should be adapted to the varying interests, aptitudes, abilities, capacities and environments of the pupils enrolled for the course. If courses in sewing only are introduced in the fifth and sixth grades and if there is an exceedingly large drop-out at the end of the sixth grade, the pupils who have dropped out have been given no opportunity to gain experience and skill in the activities of the household that have to do with FOOD and THE HOME AND THE FAMILY.

Although each unit-year course of study contains work chosen from the three major divisions of the subject of home economics, the work in any one of these divisions may be broken up if desired and not given all at one time. For example, if it seems desirable to give a part of the work in CLOTHING in the fall of the year, and another part in the spring so as to include, let us say, some work in millinery for the summer season, such an arrangement should by all means be worked out. The project chosen may be the laundering of the linen used during the preparation and serving of breakfasts. Here a real laundering situation has arisen. It is the daily activities and experiences of the pupils in their homes and in school and community life that we must analyze in order to determine the "pupil-needs" that will guide us in designing courses of study.

The unit year course when organized should be called a course of study in general home economics. Or it could be called a course of study in household arts in case school districts are using this latter term to mean a course of study for general education purposes.

Time Allotment for Required Courses in General Home Economics.

In grades five and six, or seven and eight, where foundation courses in general home economics are included as a definite part of the required work for girls, two double laboratory periods a week of school time

should be devoted to this work. With 45-minute periods in the school day, this would mean two 90-minute periods a week. With 60-minute periods a minimum of two periods a week should be allotted to home economics.

In addition to the above allotment of school time, a program should be set up for home practice and home study. Practically all girls are living in homes as members of family groups and are called upon to assume various duties of the household. The school should take cognizance of this and should aid in developing in them a desire to render an increasingly valuable service in the home in the discharge of specific duties. The program should include a minimum of ninety minutes a week of directed home work.

Whenever it is possible, the above time allotments should be increased. An increase in weekly time allotment is to be particularly recommended in centers where the percentage of drop-out is large at the close of the sixth, seventh or eighth grades, and where little or no work in elementary industrial arts work is offered in the first six grades of the school.

For junior high schools, the program which has been set up is a minimum of two 60-minute periods a week in the first half of the seventh grade, three 60-minute periods a week in the second half of the seventh grade, two 60-minute periods a week in both semesters of the eighth grade, and two 60-minute periods a week in the ninth grade, with an opportunity for the election of additional work in the eighth and ninth grades.

There are many high schools of the state that desire to offer technical three-year and four-year curriculums in general home economics. Since there must be a common core of required subjects in all secondary school curriculums, the following has been set up as a basis for organizing all curriculums in general home economics:—

<i>First Year</i>		<i>Second Year</i>	
English	1	English	1
Civics	1	Modern European History	1
General Science	1	General Mathematics	1
Health Instruction	2/5	Health Instruction	2/5
<i>Third Year</i>		<i>Fourth Year</i>	
English	1	English	1
Chemistry	1	Problems of Democracy	1/2
Health Instruction	2/5	American History	1
		Health Instruction	2/5

Schools that desire to do so should interchange the general mathematics and the general science work.

Vocational Home Economics. Vocational home economics or home-making education should have as its primary objective the fitting of an individual girl or woman to produce valuable goods or service in the home. It should enable her to assume full responsibility for some or

all of the various occupations that go to make up the vocation of home-making. Vocational home economics should enable her to become a skilled worker and to perform, in the home, labor of economic value.

Curriculums and Courses of Study in Vocational Home Economics for All-day Schools. Curriculums and courses of study in vocational home economics may be set up for secondary schools. Each curriculum and course of study in vocational home economics must be approved by the State Department of Public Instruction. These form a part of secondary school curriculums and are accredited for high school graduation.

Since there must be a common core of required subjects in all secondary school curriculums in the state, the following list of subjects has been set up as a required part of all curriculums in vocational home economics:—

<i>First Year</i>	Credits	<i>Third Year</i>	Credits
English	1	English	1
Civics	1	Chemistry	1
Health Instruction	2/5	Health Instruction	2/5
<i>Second Year</i>		<i>Fourth Year</i>	
English	1	English	1/2 or 1
Modern European History	1	Problems of Democracy	1/2
Health Instruction	2/5	American History	1
		Health Instruction	2/5

The above core curriculum is for the purpose of providing a program of general education subjects for one-half of each school day, and for leaving free the other half of the school day for intensive instruction in vocational work.

As will be noted, two academic subjects and health instruction have been set up as the minimum academic requirement for each and every one of the four years of the curriculum. When pupils demonstrate their ability to carry more than the two academic subjects listed they may do so. In this case, it is suggested that American History be taken as an elective in the third year and another subject required the fourth year.

There is a wide range of adaptations that can be made in adding the vocational courses in homemaking to the above core curriculum. The vocational work included may vary in extent from one to four years, and it may be included in any one or all of the years of the curriculum. When organizing a curriculum in vocational home economics, teachers and administrators should bear in mind that the vocational courses in homemaking should be placed in the year or years in which they can best serve the vocational needs of the girls as they relate to homemaking. A few illustrations may serve as guides for organizing curriculums in vocational home economics to meet the needs of specific groups of pupils.

In some centers there may be groups of girls who desire to gradu-

ate from a four-year high school curriculum in which two years of intensive vocational work in homemaking is included. The two years of vocational work should be placed in the two consecutive years of the curriculum in which it seems best to offer instruction in homemaking on a vocational basis to those pupils. During these two years, the pupils enrolled in this curriculum should devote one-half of each school day to intensive work in homemaking. The other half day should be devoted to the two academic subjects listed in the core curriculum and health instruction. During the other two years a full academic program can be carried which includes the academic courses listed in the core curriculum and additional elective courses. In like manner curriculums including more than a two-year course in homemaking may be set up.

In case a group of girls in a high school desires to complete a vocational home economics curriculum in which there is included in the last year a one-year intensive course in homemaking, the pupils electing this curriculum should devote one-half of each school day throughout the entire senior year to vocational work. The other half-day should be devoted to the two academic subjects listed for the senior year in the core curriculum and health instruction. During the three preceding years they should have completed the academic subjects listed in the core curriculum and some additional elective courses.

Thirteen type courses have been organized by the State Department of Public Instruction and are included in this bulletin. These courses offer general suggestions. It is hoped that they will serve as guides in assisting teachers to set standards and to organize vocational courses and curriculums for pupils in various secondary schools throughout the state. In setting up curriculums in vocational home economics in schools that receive State and Federal aid for offering this type of work, these courses may be modified, under the provisions of the State and Federal Vocational Education Acts, to meet local vocational needs. Each teacher of vocational economics is asked to analyze carefully each group of girls according to environments, interests and abilities. She is then asked to set up the courses that will best suit the needs of the girls enrolled for vocational work. The teacher in charge of each vocational home economics department is then asked to submit to the State Department of Public Instruction for approval one copy of each course and curriculum offered. Blank forms for this purpose are furnished by the state office.

As will be noted, each course, in conformance with the suggestions made by the Federal Board for Vocational Education, consists either of all practical subjects or a combination of practical and related subjects. It will also be noted, that the plan of selecting units of practical work from the entire field of home economics for each course has been followed. The work in two of the major divisions of home economics, FOOD and CLOTHING, has not been broken up into smaller units,

while the work that has to do with THE HOME AND THE FAMILY is subdivided under the following teaching units:—House Care, Laundering, Child Care, Household Accounting, Home Planning and Furnishing, Home Care of the Sick, and Home Gardening. The problem of subdividing the work in FOOD and CLOTHING into various units has been left to the individual classroom teacher. Related subjects are those arts and sciences that are fundamental to homemaking instruction. They include such subjects as art, drawing and designing as they relate to clothing and the home. They also include sciences such as chemistry, bacteriology, physics and others as applied to problems in the home. To set these up as related subjects, it is necessary to select and organize the material from the field of science and art that relates to home problems, and correlate it with instruction in homemaking.

The amount of time given to any of the various units of work set up in the type courses may be increased or decreased providing the total weekly time devoted by a class group to all phases of vocational home economics meets the requirements stated on page 8 under the heading "Time Allotment." For example, if it seems desirable to give one period less to the study of Clothing and one period more to Home Care of the Sick, this adjustment should be made. It is hardly necessary to mention that in urban districts where families do not raise their own vegetables it would be highly impractical to offer a course in Vegetable Gardening with no opportunity to make practical application of the work; or to offer an intensive course in Child Care to girls who will have no opportunity to gain skill and efficiency in caring for children while they are enrolled in the course; or to attempt to offer a separate course in Household Chemistry in a school where there is no equipment with which to work.

The type courses are one, two, three and four years in length. Any one of the two-year courses can be used as a basis for three and four-year courses in schools where it seems desirable to offer longer courses. An analysis of the needs of the pupils should reveal to the home economics teacher who is setting of a third or a fourth year of vocational work whether selections should be made from all three major divisions of home economics for this additional work, or whether special units of work should be selected from only one or two of the divisions of the subject. The following are suggestive special unit courses that could be offered:—Savings and Investments, Spring Millinery, Construction of Children's Clothing, Dietetics, Invalid Cookery, Foods for Children, Costume Design, Home Gardening, Poultry Raising, The Mechanics of the Household.

When a third or fourth year of vocational work is set up for a group of pupils who have completed a two or a three-year basis vocational course, the additional work must be set up according to the conditions

given on pages 14-16 of this syllabus, if the school district is to be entitled to receive reimbursement under the State and Federal Vocational Education Acts on the salary of the teacher offering this work. The enrollment for extended vocational work must be sufficiently large to warrant the expenditure of State and Federal funds.

Type I. One-year course.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
FIRST SEMESTER						
Clothing.....	4	80	4	90	4	90
House Care.....	1	80	1	90	1½	90
Laundering.....	1½	80	1	90	1½	90
Child Care.....	2	40	2	45	2	45
Art (including drawing & design).....	1	80	1	90	1	90
	2	40	2	45	2	45
SECOND SEMESTER						
Food.....	5	80	5	90	5	90
Home Planning and Furnishing.....	1½	80	1	90	1½	90
Household Accounting.....	3	40	3	45	4	45
Home Care of Sick.....	3	40	3	45	3	45

Type II. One-year course.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
FIRST SEMESTER						
Food.....	2	80	2	90	2	90
Clothing.....	2	80	2	90	2	90
Household Accounting.....	2	40	2	45	2	45
House Care.....	1	80	1	90	1½	90
Laundering.....	1½	80	1	90	1½	90
Child Care.....	2	40	2	45	2	45
Art (including drawing & design).....	1	80	1	90	1	90
SECOND SEMESTER						
Food.....	3	80	3	90	3	90
Clothing.....	2	80	2	90	2	90
Household Accounting.....	2	40	2	45	2	45
Home Planning and Furnishing.....	1	80	1	90	1½	90
Home Care of Sick.....	1	80	1	90	1½	90
Art (including drawing & design).....	1	80	1	90	1	90

*Type III. Two-year course.**Vocational half-day devoted to practical and related subjects.*Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST YEAR

5-hour day				6-hour day	
40' periods		45' periods		45' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
4	80	3	90	4	90
2	40	2	45	3	45
1	80	1	90	1	90
1	80	1	90	1	90
3	40	3	45	3	45
1	80	1	90	1	90

FIRST SEMESTER

Clothing.....	4	80	3	90	4	90
House Care.....	2	40	2	45	3	45
Laundrying.....	1	80	1	90	1	90
Art (including drawing & design).....	1	80	1	90	1	90
General Science.....	3	40	3	45	3	45
	1	80	1	90	1	90

SECOND SEMESTER

Food.....	4	80	3	90	4	90
House Care.....	2	40	2	45	3	45
Laundrying.....	1	80	1	90	1	90
Art (including drawing & design).....	1	80	1	90	1	90
General Science.....	3	40	3	45	3	45
	1	80	1	90	1	90

SECOND YEAR

5-hour day				6-hour day	
40' periods		45' periods		45' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
3	80	3	90	3	90
1	80	1	90	2	90
1½	80	1	90	2	90
2	40	2	45	2	45
4	40	3	45	3	45
1	80	1	90	1	90

FIRST SEMESTER

Food.....	3	80	3	90	3	90
Child Care.....	1	80	1	90	2	90
Home Planning and Furnishing.....	1½	80	1	90	2	90
Household Accounting.....	2	40	2	45	2	45
Household Chemistry.....	4	40	3	45	3	45
	1	80	1	90	1	90

SECOND SEMESTER

Clothing.....	3	80	3	90	3	90
Household Accounting.....	1	80	1	90	1½	90
Home Planning and Furnishing.....	1	80	1	90	1	90
Home Care of Sick.....	1½	80	1	90	2	45
				1	90	
Household Chemistry.....	4	40	3	45	3	45
	1	80	1	90	1	90

*Type IV. Two-year course.**Vocational half-day devoted to practical and related subjects.*

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Clothing.....	4	80	3	90	4	90
Child Care.....	2	40	2	45	2	45
Laundering.....	1	80	1	90	1	45
					1	90
Art (including drawing & design).....	1	80	1	90	1	90
General Science.....	3	40	3	45	3	45
	1	80	1	90	1	90
SECOND SEMESTER						
Food.....	4	80	3	90	4	90
House Care.....	1	80	1	90	1½	90
Household Accounting.....	2	40	2	45	2	45
Art (including drawing & design).....	1	80	1	90	1	90
General Science.....	3	40	3	45	3	45
	1	80	1	90	1	90

SECOND YEAR

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Food.....	4	80	3	90	4	90
Child Care.....	1	80	1	90	1	90
Home Care of Sick.....	1½	80	1½	90	2	90
Home Planning and Furnishing.....	2	80	2	90	2	90
Art (including drawing & design).....	1	80	1	90	1	90
SECOND SEMESTER						
Clothing.....	4	80	4	90	4	90
Household Accounting.....	1	80	1	90	1½	90
Laundering.....	1½	80	1	90	1	90
Home Planning and Furnishing.....	1	80	1	90	1	90
House Care.....	2	80	1½	90	2	90

Type V. Two-year course.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' or 45' periods per day
in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Clothing	3	80	3	90	3	90
Laundering.....	2	40			2	45
House Care.....	1	80	1	90	1	90
	2	40	2	45	1	90
General Science.....					1	45
Art (including drawing & design).....	5	40	5	45	5	45
	2	40	2	45	2	45

SECOND SEMESTER

Food.....	3	80	2	90	3	90
Clothing.....	2	80	2	90	2	90
House Care.....	1	80	1	90	1	90
General Science.....	5	40	5	45	5	45
Art (including drawing & design).....	2	40	2	45	2	45

SECOND YEAR

FIRST SEMESTER

	5-hour day				6-hour day	
	40' periods		45' periods		45' periods	
	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
Food.....	3	80	2½	90	3	90
Clothing.....	2	80	2	90	2	90
Child Care.....	1	80	1	90	1	90
Household Accounting.....	1	80	1	90	1½	90
Home Planning and Furnishing.....	2½	80	2	90	2½	90

SECOND SEMESTER

Food.....	2½	80	2	90	3	90
Clothing.....	2	80	2	90	2	90
Child Care.....	1	80	1	90	1	90
Household Accounting.....	1	80	1	90	1	90
Home Care of Sick.....	2	80	1½	90	2	90
Art (including drawing & design).....	1	80	1	90	1	90

*Type VI. Two-year course.**Vocational half-day devoted to practical and related subjects.*

Based upon six—60' periods per day.

FIRST YEAR			SECOND YEAR		
FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	4	120	Food.....	3	120
Laundering.....	1½	120	House Care.....	2	60
General Science.....	4	60	Household Accounting.....	2	60
			Child Care.....	2	60
			Art (including drawing & design).....	3	60
SECOND SEMESTER			SECOND SEMESTER		
Food.....	4	120	Clothing.....	3	120
House Care.....	1½	120	Home Planning & Furnishing.....	2	120
General Science.....	4	60	Home Care of Sick.....	2	60
			Art (including drawing & design).....	3	60

*Type VII. Two-year course.**Vocational half-day devoted to practical and related subjects.*

Based upon six—60' periods per day.

FIRST YEAR			SECOND YEAR		
FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	4	120	Food.....	3	120
Laundering.....	1½	120	Child Care.....	3	60
Household Accounting.....	2	60	Home Planning and Furnishing.....	2	120
			House Care.....	2	60
SECOND SEMESTER			SECOND SEMESTER		
Food.....	4	120	Clothing.....	3	120
House Care.....	2	60	Household Accounting.....	2	60
Laundering.....	1	120	Home Planning and Furnishing.....	1½	120
Child Care.....	1	60	Home Care of Sick.....	4	60
Home Gardening*.....	2	60			

* Other practical work may be substituted for this course.

Type VIII. Three-year course—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' periods per day in a five-hour school day.

This course is planned for small rural high schools with three or four teachers, one of which is a home economics teacher. The course includes three full years of work in vocational home economics for all girls. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the three full years of vocational work are offered each year. The freshman work is to be given every year to the incoming group of freshmen girls. The sophomore and junior girls are to be combined each year and are to complete the sophomore work which is offered one year and the junior work which is offered the following year. The fourth year of work may be made up entirely of academic subjects.

FRESHMAN YEAR
(Constants)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	SECOND SEMESTER	No. Pds.	Lgth. Pds.
Food.....	5	80	Clothing.....	5	80
House Care.....	2	40	Laundering.....	1	80
Art (including drawing & design).....	1	80	Art (including drawing & design).....	2	40
General Science.....	3	40	General Science.....	3	40
	1	80		1	80

SOPHOMORE YEAR

(Alternating Years)

JUNIOR YEAR

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Food.....	5	80	Clothing.....	5	80
Child Care.....	2	80	House Care.....	1	80
Household Accounting.....	1	80		1	40
	1	40	Laundering.....	1	80
Art (including drawing & design).....	1	80		1	40
			Home Planning and Furnishing.....	1	80
				1	40
SECOND SEMESTER			SECOND SEMESTER		
Food.....	5	80	Clothing.....	5	80
Household Accounting.....	1	80	House Care.....	2	80
	1	40		2	80
Home Care of Sick.....	2	80	Home Planning and Furnishing.....	1	40
Art (including drawing & design).....	1	80			

Type IX. Four-year courses—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' periods per day in a five-hour school day.

This course is planned for small rural high schools with only three teachers, one of whom is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined and take the junior and senior work on alternating years. This course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

(Alternating Years)

SOPHOMORE YEAR

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
Laundering.....	1 $\frac{1}{2}$	80	House Care.....	2	80
Child Care.....	1 $\frac{1}{2}$	80	General Science.....	5	40
Art (including drawing & design).....	1 $\frac{1}{2}$	80			
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	1 $\frac{1}{2}$	80	House Care.....	2	80
Home Care of Sick.....	1 $\frac{1}{2}$	80	General Science.....	5	40
Art (including drawing & design).....	1 $\frac{1}{2}$	80			

JUNIOR YEAR

(Alternating Years)

SENIOR YEAR

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
House Care.....	2	80	Child Care.....	1	80
Home Planning and Furnishing.....	2 $\frac{1}{2}$	80	Household Accounting.....	2	80
			Art (including drawing & design).....	1 $\frac{1}{2}$	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	2	80	Household Accounting.....	2	80
Home Planning and Furnishing.....	2 $\frac{1}{2}$	80	Art (including drawing & design).....	1 $\frac{1}{2}$	80
			Home Care of Sick.....	1	80

Type X. Four-year course—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon eight—40' periods per day in a five-hour school day.

This course is planned for small rural high schools with only three teachers, one of whom is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined to take the junior and senior work on alternating years. The course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

(Alternating Years)

SOPHOMORE YEAR

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
Laundering.....	1½	80	House Care.....	2	80
Child Care.....	1	80	Household Accounting.....	1½	80
Art (including drawing & design).....	2	80	Home Care of Sick.....	1	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	1½	80	House Care.....	2	80
Child Care.....	1	80	Household Accounting.....	1½	80
Art (including drawing & design).....	2	80	Home Care of Sick.....	1	80

JUNIOR YEAR

(Alternating Years)

SENIOR YEAR

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	5	80	Food.....	5	80
House Care.....	2	80	Child Care.....	2	80
Home Planning and Furnishing.....	2½	80	Household Accounting.....	1	80
			Art (including drawing & design).....	1½	80
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	5	80	Food.....	5	80
Laundering.....	2	80	Household Accounting.....	1	80
Home Planning and Furnishing.....	2½	80	Home Care of Sick.....	2	80
			Art (including drawing & design).....	1½	80

*Type XI. Four-year course—alternating plan.
Vocational half-day devoted to practical and related subjects.*

Based upon five—60' periods per day in a 5-hour school day.

This course is planned for small rural high schools with only three teachers, one of whom is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined and take the junior and the senior work on alternating years. This course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR			SOPHOMORE YEAR		
(Alternating Years)					
FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3½	120
Laundrying.....	1	120	House Care.....	1	120
Child Care.....	1	120	General Science.....	4	60
Art (including drawing & design).....	2	60			
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3½	120
Laundrying.....	1	120	House Care.....	1	120
Home Care of Sick.....	1	120	General Science.....	4	60
Art (including drawing & design).....	2	60			

JUNIOR YEAR			SENIOR YEAR		
(Alternating Years)					
FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3	120
House Care.....	1	120	Child Care.....	1½	120
Home Planning and Furnishing.....	2	120	Household Accounting.....	2	60
			Art (including drawing & design).....	2	60
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3	120
Laundrying.....	1	120	Household Accounting.....	2	60
Home Planning and Furnishing.....	2	120	Art (including drawing & design).....	1½	120
			Home Care of Sick.....	2	60

Type XII. Four-year course—alternating plan.

Vocational half-day devoted to practical and related subjects.

Based upon five—60' periods per day in a 5-hour school day.

This course is planned for small rural high schools with only three teachers, one of whom is a home economics teacher. The course includes four years of work in vocational home economics for all girls in school. Since one home economics teacher can handle only two groups of girls who are meeting the vocational half-day requirements, this course must be carried out on an alternating plan, so that two of the four years of work are offered every year. The freshman and sophomore girls are combined and take the freshman work offered one year and the sophomore work offered another year. The junior and senior girls are combined and take the junior and the senior work on alternating years. The course may be operated in those schools where the enrollments are small enough to combine classes in this way.

FRESHMAN YEAR

SOPHOMORE YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3½	120
Laundering.....	1	120	House Care.....	1	120
Child Care.....	1	120	Household Accounting.....	2	60
Art (including drawing & design).....	2	60	Home Care of Sick.....	1	120
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3½	120
Laundering.....	1	120	House Care.....	1	120
Child Care.....	1	120	Household Accounting.....	2	60
Art (including drawing & design).....	2	60	Home Care of Sick.....	1	120

JUNIOR YEAR

SENIOR YEAR

(Alternating Years)

FIRST SEMESTER	No. Pds.	Lgth. Pds.	FIRST SEMESTER	No. Pds.	Lgth. Pds.
Clothing.....	3½	120	Foods.....	3	120
House Care.....	1	120	Child Care.....	1½	120
Home Planning and Furnishing.....	2	120	Household Accounting.....	2	60
			Art (including drawing & design).....	2	60
SECOND SEMESTER			SECOND SEMESTER		
Clothing.....	3½	120	Foods.....	3	120
Laundering.....	1	120	Household Accounting.....	2	60
Home Planning and Furnishing.....	2	120	Art (including drawing & design).....	2	60
			Home Care of Sick.....	1½	120

Type XIII. Two-year course.

Vocational half-day devoted to practical and related subjects.

Based upon 60' periods per day in a 5-hour or a 6-hour school day.

FIRST YEAR

FIRST SEMESTER

Clothing.....	2½	120
House Care.....	1	120
Laundering.....	2	60
Art (including drawing & design).....	4	60
General Science.....		

SECOND SEMESTER

Foods.....	2½	120
House Care.....	1	120
Laundering.....	2	60
Art (including drawing & design).....	4	60
General Science.....		

5-hour day		6-hour day	
60' periods		60' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
2½	120	2½	120
1	120	1	120
2	60	2	60
4	60	4	60
2½	120	2½	120
1	120	1	120
2	60	2	60
4	60	4	60

SECOND YEAR

FIRST SEMESTER

Foods.....	2½	120
Home Planning and Furnishing.....	1	120
Child Care.....	2	60
Household Accounting.....	4	60
Household Chemistry.....		

SECOND SEMESTER

Clothing.....	2½	120
Household Accounting.....	2	60
Home Planning and Furnishing.....	1	120
Home Care of Sick.....	4	60
Household Chemistry.....		

5-hour day		6-hour day	
60' periods		60' periods	
No. Pds.	Lgth. Pds.	No. Pds.	Lgth. Pds.
2½	120	2½	120
1	120	1	120
2	60	2	60
4	60	4	60
2½	120	2½	120
2	60	2	60
1	120	1	120
4	60	4	60

TOPICAL OUTLINES OF ACTIVITIES

These topical outlines are for the purpose of placing before the home economics teachers a list of suggestive topics from which selections can be made in organizing courses of study based on pupil experiences and activities. The list of topics is by no means an exhaustive one and is in no sense a course of study.

I. THE HOME AND THE FAMILY

- A. *Care and Management of the Home*—General care and cleaning.
 1. Daily and weekly care of the kitchen and pantry.
 2. Regular care of cupboards and cabinets to keep them clean, sanitary and orderly.
 3. Cleaning and care of the refrigerator.
 4. Care of sinks, tubs, toilets, lavatories and attached metal fixtures.
 5. General rules for sweeping and dusting.
 6. Choice, care and use of various tools and devices for sweeping, such as brooms, long-handled brushes, short-handled brushes, dust pans, carpet sweepers, mops, etc.
 7. Methods of sweeping smooth-finished floors, and of carpets and rugs; reasons for avoiding raising of dust in cleaning.
 8. Methods used in dusting floors, furniture, books, pictures.
 9. Care of linoleum and other floor coverings such as cork carpet, matting, grass rugs, etc.
 10. Tile and composition floorings; care of; advantages and disadvantages of.
 11. Removal of spots and stains from floors and furniture.
 12. Making beds and general care of bed linens, covers, mattresses.
 13. Furniture: care of different smooth-surface finishes; of upholstered pieces; of wicker pieces.
 14. Washing woodwork; other methods of cleaning.
 15. Cleaning wall paper.
 16. Washing windows.
 17. Use of commercial cleaning preparations in the home such as sapolio, bon ami, dutch cleanser, gold dust, etc.
 18. Care of silver and other metal ware; keeping it clean and polished for daily use.
 19. Care of "best china," silver, cut glass, etc.; methods of keeping it clean and bright, and protected against dust and gases when not in use.
 20. The arranging and care of books and magazines in the home.
 21. The filing of "clippings," recipes and helpful suggestions for the homemaker.
 22. Cleaning, care, and repair of the sewing machine.
 23. Keeping basement clean, properly cooled, and ventilated.

24. Removal of waste from cellar; as ashes and the refuse from the vegetable cellar.
25. Cleaning closets, attics and other storage rooms.
26. Care, cleaning and storage of woolen comforts, blankets, down pillows.
27. Construction of and care of bags and boxes used for storage of materials in closets, etc.
28. Extermination of and prevention of household pests and insects.

General care and repair of household equipment and supplies

1. Building fire in cook stove, heating stove, furnace.
2. Preparation of kindling for fuel for household purposes.
3. Operation and care of furnace, stoves or other heating devices in the home.
4. Care and storage of coal and wood in the home.
5. Operation and care of hot water heaters.
6. Operation and care of home ventilating systems.
7. Care of ranges and furnace during summer months.
8. Drainage of sediment from hot-water tank.
9. Care of water storage tanks for supplying country homes with running water.
10. Care of roofs, water spouts, drains, filters, pumps, so as to insure in cisterns a water supply that is clear, clean and has no disagreeable odor.
11. Cleaning and repair of wells and cisterns.
12. Protection of drinking water from contamination.
13. Care of home cesspools, septic tanks, outdoor closets, etc.
14. Operation and care of gas plants used for lighting country homes.
15. Operation and care of electric and gas lighting systems; renewing burnt fuse plugs; renewing gas mantle, burners, etc.
16. Operation of fire extinguisher.
17. Storage of gasoline, kerosene and other inflammable materials.
18. Operation and care of various electrical household appliances as washing machine, electric iron, vacuum cleaner, toaster, percolator, fan, heater, sewing machine, etc.
19. Operation and care of gas irons, fire places, etc.
20. Operation and care of electrical door bell and "buzz" systems: care of batteries; joining wires without danger of shock; insulating wires to safeguard against fire.
21. Care of musical instruments as piano, phonograph, etc.
22. Floor finishes; painting, varnishing, oiling, waxing, staining; when to use each; advantages and disadvantages of each; care of each.
23. Refinishing floors.

24. Polishing hardwood floors.
25. Removing old paint and varnish and preparing surfaces for re-finishing.
26. Painting, varnishing, waxing, calcimining, whitewashing various surfaces.
27. Care of utensils and materials used as paints, varnishes, oils, wax, brushes, etc., so as to keep in good condition for later use.
28. Laying cork carpet, linoleum, carpets, matting, etc.
29. Darning rugs and carpets when they begin to show signs of wear.
30. Mending furniture; gluing, nailing.
31. Recaning chair backs and seats.
32. Refinishing porch furniture.
33. Refinishing furniture; when it is advisable; methods to be employed for various types and kinds.
34. A tool chest or handybox for the housewife.
35. Replacing shades on rollers, adjusting springs.
36. Putting up window shades.
37. Putting up fixtures for curtains and other hangings.
38. Window and door screens; cleaning, mending, painting, and re-finishing, storing for winter season.
39. Putting up screens in the spring and removing in the fall.
40. Removing storm windows in the spring and putting up in the fall.
41. Refinishing radiators.
42. Repapering and refinishing closets.
43. Putting up shelves, hooks, rods in closets.
44. Mending china and glass.
45. Renewing washers and other worn parts in water faucets.
46. Cleaning traps in plumbing system.
47. Care of leather-covered furniture, other leather goods and leather substitutes.
48. Care of the rubber goods of the household, of rubber hose, faucets, and "sprinklers."
49. Packing of household goods for moving to another home in same community; to home in another community.
50. Packing trunks, suitcases, bags for traveling.
51. Closing up home for a period of absence; cutting off electric current from house; turning off city water, and draining pipes; protecting house against burglary.
52. Keeping in good repair trunks, suitcases, and traveling bags; refinishing trunks; giving proper care to leather in bags and cases.

Laundering

1. Methods of laundering various kinds of clothing and household materials which include some or all of the following steps:—

sorting, soaking, washing, wringing, boiling, rinsing, bluing, starching, hanging up and drying, sprinkling and folding, ironing, airing and laying away.

2. Scientific reasons for laundering clothing, towels, bed linens, etc.
3. Principles which aid in the choice of the best methods of laundering various articles and garments.
4. Importance of mending articles and garments before laundering.
5. Removing spots and stains from materials before laundering.
6. Soaking clothing prior to washing; reasons for; directions for.
7. Use and value of acid rinse.
8. Suggestions for hanging clothing and household linens on a clothes reel; on parallel lines; in cellar; in attic; on roof of city apartment house.
9. Preparation of washing fluids.
10. Use in the home of commercial preparations for laundering, as bluing, bleaches, starches, soaps, soap powders and chips, etc.
11. Causes of the yellowing of clothing and household linens.
12. Use of hard and soft water for laundering purposes; methods of softening water.
13. Soaps; commercial types used in the home for laundering purposes.
14. Soap substitutes and accessories; their use in laundering various articles and garments.
15. Household bleaching agents.
16. Bluings: their use in the process of laundering; various types used; testing of for presence of iron which might cause rust spots on articles and garments.
17. Starches: reason for use; types; their preparation and use.
18. Laundering rag rugs and strips of carpets.
19. Laundering bedding; as spreads, quilts, bed pads.
20. Laundering overalls and other heavy work clothing for men and boys on the farm.
21. Laundering woolen garments as sweaters, shawls, stockings, dresses, suits, coats, men's and boy's shirts, underwear.
22. Laundering lace curtains.
23. Cleaning the laundry, or other room if used, after the laundering has been completed.
24. Use and care of washing machines, keeping oiled, replacing worn parts.
25. Care of other laundry equipment such as tubs, boiler, wringers, clothes line, clothes reels, baskets.
26. Kinds and weights of irons; advantages and disadvantages of each.

27. Ironing boards; types; uses; pads and covers for; methods of covering; ways of storing when not in use.
28. The laundry closet: its advantages; its arrangement and equipment.
29. Installation of laundry equipment as considered in relation to expenditure of time, labor and money; advantages and disadvantages of various types.
30. Practical means of cutting down the amount of laundering to be done in a home where the mother herself must do most of the work.
31. Making use of commercial laundry service in doing "flat work"; "wet wash," "rough dry."
32. Making up laundry slips and checking the return of articles.
33. Commercial versus home laundering.
34. Co-operative laundries; their use and value in urban communities; in rural communities.
35. Means which can be employed by the members of a community in insuring a high quality of workmanship in commercial laundries.

Management of the home

1. Family expense accounts and the family budget.
2. Various methods of meeting household expenses.
3. Women as purchasing agents in the home; their responsibility in purchasing food, clothing and household supplies; their responsibility toward other consumers in the community; importance of becoming efficient purchasers.
4. Managing a saving account.
5. Investing one's savings.
6. Methods of saving and kinds of investments.
7. Properly managing a bank checking account; writing checks, balancing accounts; stopping payment on lost checks; use of bank drafts, etc.
8. Expense accounts of individual members of the family.
9. The use of incomes from various members of the family.
10. Budgeting the family income so as to insure the wisest expenditure of funds for each and every member of the family.
11. Buying in quantities and storing materials in the home.
12. Buying only small quantities of material at a time.
13. Buying from local stores and through mail order houses.
14. Financing the purchase of household furniture and supplies; cash versus the installment plan.
15. Drawing up and signing leases and contracts.

16. Payment of taxes.
17. Selling and disposing of property.
18. Loans and mortgages.
19. Protecting one's self and family by means of insurance.
20. Checking household purchases for accuracy in weight and measure.
21. Paying for material as purchased.
22. Checking up of weekly and monthly bills and their payment.
23. Reading gas, water and electric meters and checking up with bills when they are paid.
24. Scheduling work and recreation each day of the week for the entire family.
25. Weekly and monthly schedules of activities of the home with reference to the economy of time and effort.
26. Daily tasks which must be performed in practically all homes.
27. Plans and methods for daily housework activities; advantages of planning daily and weekly schedules of work; of making time and motion studies; of standardizing operations.
28. Relation of the construction of the house and its equipment to schedules and household activities.
29. Advantages and disadvantages of "doing one's own work."
30. When it is economy to employ some one to help with the hard work of the family.
31. Importance of having kitchen work table-top, ironing board, sink, wash bowl, wash tubs, ovens at proper heights for efficient and comfortable work.
32. Importance of carefully planning work on "wash day"; on other days with special work.
33. Use of gas engine on farm for running household machinery; as washing machine, mangler, etc.
34. Use of fats in the home for making soaps.
35. Purchasing soap in bulk for use in the household.
36. Disposing of woolen and cotton materials, and old papers which can be used for commercial purposes; of magazines and journals to others in the community who may make use of them.
37. A sewing basket for the household; its contents, care and use.
38. Use of worn parts of woolen underwear, stockings, etc., for making braided, hooked or woven rugs.
39. Using table linen for making into napkins, small table covers, pads and bandages for the "emergency shelf" or first aid chest.
40. Using good portions of bath towels for making wash cloths.
41. Mending table linen, sheets and pillow cases, by hand and by machine.

B. Selection, Planning and Furnishing the House.

Selecting and planning the house

1. Types of houses and their suitability to their sites and locations.
2. Essential points to consider when selecting a site for a home such as location, nearness to places where members of family work, nearness to school, the neighborhood, as well as soil, drainage, etc.
3. Separate dwellings, duplex houses, apartments.
4. Financing the purchasing of a home.
5. Sketching plans for the general arrangements of the rooms for a house, so they can be submitted to an architect.
6. Reading architectural plans.
7. Location and size of rooms from standpoint of convenience to members of the family.
8. The use and value of "built-in" furniture as compared with portable furniture in a small home.
9. The location of built-in cupboards, closets, cabinets, and cases.
10. Location of doors and windows with reference to the lighting and ventilating of rooms.
11. Location and placing of special lighting fixtures with reference to particular pieces of equipment as stove, sink, cupboard and storage spaces.
12. Installation of plumbing, heating and lighting systems.
13. Location of switches, plugs, etc., for lighting systems with reference to convenience.
14. Enclosed porches.
15. Location of laundry with reference to furnace room, coal and ash containers, etc.
16. Selection of hardware as door knobs, hinges, locks, switches.
17. Planning for the convenient placing of kitchen furniture and equipment.
18. Plans for kitchen cupboards.
19. Studying floor plans of well-designed and well-built houses as a guide to remodelling an old house.
20. Alteration and remodelling of parts of old house so as to bring greater comfort and happiness to members of family.
21. Plans for using any "now useless" space in the house.
22. Plans for remodelling which can extend over several seasons and thus extend the expense over a long period of time.
23. Renting versus owning a home.
24. Selecting flowers and shrubbery for the yard.

Furnishing the house

1. The kitchen furniture and equipment; selection and purchase of stove, cooking utensils, tables, cabinets, etc.
2. Selection and purchase, for the various rooms of the home, of pieces of furniture, wall finishings, draperies, floor coverings, etc., from the point of view of economy, durability, and serviceability, and so as to comply with the principles of good design in home furnishings.
3. Color schemes for living rooms, dining rooms, bed rooms, halls and other rooms.
4. Choosing furniture with reference to ease in cleaning, considering amount of carving and decoration, upholstering, design, etc.
5. Buying "sets" or "suites" of furniture for the living room, the dining room, the bed room; advantages and disadvantages of.
6. Arranging furniture in the various rooms of the home so as to have the maximum amount of comfort and convenience and at the same time have the most pleasing effect.
7. Purchasing of laundering equipment for the home from the standpoint of durability, use, and economy of time and money.
8. Selecting household equipment and supplies on basis of being permanent investment; consideration of length of period of usefulness with reference to cost.
9. Selection of materials with reference to family needs; entire family; individual members.
10. Selection and purchase of household equipment and supplies with reference to amount of money to be spent; to budget.
11. Selection of such household equipment and supplies as refrigerators, stoves, vacuum cleaners, laundry devices, etc., on the basis of their being constructed along sound scientific lines; means of becoming informed.
12. Selection of household equipment and supplies with consideration of the happiness, comfort and convenience to members of the family group.
13. Importance of carefully planning for the selection and purchase of kitchen equipment when the budget says only the minimum of a small income can be used for this purpose; plans for adding to the supply the second year; the third year.
14. Selection of china and glassware; open stock versus sets; much-used and seldom-used pieces; kinds; decoration,—handles and knobs, design, pattern, color; harmony with food table appointments.

15. Selection of silver; plated; sterling; simplicity in line, design and pattern; finish; standard brands.
16. Labor-saving devices, their selection and purchase with reference to the amount of work to be done.
17. Homemade labor-saving devices and convenience for the farm home in the kitchen; for laundry; for cleaning.
18. Types of mechanical devices which can be purchased for the home and which will greatly add to the convenience and comfort of the members of the family group.
19. Selection and purchase of household linens; towels, sheets, pillow cases, covers, etc.
20. Characteristics of good toweling for the bath; for the face and hands; for guests; for wiping glass, dishes, pots and pans.
21. Selection of mattresses; box spring, curled hair, cotton, straw, husks, feathers.
22. Furnishings for the home; a necessity; a luxury.
23. The selection and hanging of pictures in the various rooms in the home.
24. Selection of draperies, curtains, pillows, rugs, carpets for various rooms of the home.
25. Making furnishings such as curtains, draperies, pillows for the home.
26. Selection and purchase of pottery, vases, etc.
27. Selection and care of potted plants for the home.
28. Cutting flowers and arranging them in the home.
29. Making comforts, quilts, etc., in the home.
30. Selection and purchase of blankets, comforts and other coverings.
31. Ready-made versus home-made household linens, comforts, etc.
32. Making slip covers of cretonne and other materials for upholstered furniture that is slightly worn and soiled; for furniture to keep from soiling during dusty summer months.
33. Selection and purchase of porch furniture, such as chairs, tables, and swings.
34. Selection and purchase of materials for and the construction of pads and covers for porch furniture, pillows, etc.
35. Awnings for porches and windows.
36. Selection and purchase of screens for doors; for windows—the “adjustable” kind that covers less than one sash, the kind that fits closely over one sash, the kind that covers the entire window.
37. The making of rugs in the home by using up “left-over” materials.

C. *The Family*

Care of children

1. Giving the baby a daily outing.
2. Planning a daily schedule, which includes twenty-four hours, for the baby under six months; from six to twelve months; from twelve to eighteen months; from eighteen months to two years; for the child from two to six years.
3. Planning a working schedule for the mother who does her own work, so it conforms to the schedule of the baby.
4. Playing with and exercising the baby twice a day.
5. A bed for the baby,—as a flat clothes basket, a bassinet or crib; the bed clothes, how to put them on the bed; sleeping bags.
6. A chest of drawers, a bureau or other convenience for holding baby's things, its equipment, arrangement and care.
7. Daily care of the equipment and furnishings of the room in which the baby spends most of the twenty-four hours of the day.
8. Equipment for bathing the baby, including chair, table, tub, scales, etc.
9. Supplies for the baby's bath,—as soap, cloth, towels, powders, etc.
10. Good technique in giving the baby a bath.
11. Rules for the junior high school girl to follow who is to assume the responsibility of bathing the baby.
12. Methods for the high school girl to follow in using a high table for dressing and undressing the baby each day instead of holding the baby on her lap.
13. Controlling the temperature, fresh air and sunlight in the room in which the baby eats, sleeps, plays and has his bath.
14. Essential habits that make for health that the baby should acquire in infancy.
15. Information which the junior high school girl, who helps to care for the baby, should have with regard to the mental and physical growth and development of babies; of younger children.
16. Importance of regularity in the life of babies and younger children.
17. Helping the baby to form habits of good temper and self control.
18. The proper balance of "regular care" and "letting alone."
19. Reasons for objection to the soother or the pacifier, to thumb sucking; mouth breathing.
20. Changing the baby's diaper; methods used.
21. Rules for dressing a baby.
22. Rules for feeding a baby.
23. Toys suitable for various ages.

24. Construction of simple playthings from household supplies as spools, clothes pins, a tin box with tight fitting lid in which a few pebbles can be put, etc.
25. A storage place for playthings.
26. Picking up toys.
27. Directing the play of children as well as directing them in what to eat and how to eat.
28. The value of play in character building.
29. Choosing plays and games that will develop the muscles and senses in the child from one to three years; that will lay the foundation for the development of the imagination in the child from three to six years; that will give basis for development of self confidence during the period from six to eleven years; and train in loyalty and fairness from eleven on.
30. Providing an opportunity for the child to participate in making mud pies; in playing in the sand pile; in digging in the garden; in making soap bubbles; in making and flying kites; in sailing boats, etc.
31. Rhythmic plays, songs, and dances.
32. "Busy work" for the child of pre-school age.
33. Books and the "story hour" for children of pre-school age.
34. Simple activities which children of pre-school age can perform in the household and "help mother."
35. Helping the child to help himself by providing him with activities such as dressing himself, setting his place at the table, bathing himself, putting away his clothes; how successful efforts will result in developing self confidence and self reliance.
36. Beginning early to have a regular time each day for the performance of his set share in the activities of the household; means of inducing him to help; means of providing incentives for him.
37. Consideration of how the welfare and comfort of others is dependent to some extent on the efforts of the child in regularly performing tasks even though they become irksome.
38. Letting children help decide and vote on the activities of the family, and share in the work and responsibility in preparing for them and carrying them through.
39. Selection of tasks which are sufficiently hard to call forth the child's best efforts but not over-power him mentally or physically.
40. Planning a schedule for child tasks which will extend over a considerable period of time, and which is so arranged that the child will from time to time give up some of the tasks which

he has mastered, and will assume new tasks which other members of the family have been performing.

41. Awakening an attitude toward work as duty and privilege.
42. Developing habits and attitudes, such as regularity, evenness of temper, cheerfulness, orderliness, unselfishness, truthfulness, open-mindedness, courtesy, helpfulness, cleanliness, love of work, industriousness.
43. What the junior high school girl can do in helping her younger brothers and sisters form habits of regularly brushing their teeth, of breathing deeply, of going to bed promptly and happily when the "sleep hour" comes.
44. How the junior high school girl can set a good example of right conduct to her younger brothers and sisters.
45. The difference between amusing children and playing with them.
46. Distinguishing between suggestions of what a child *may* do and commands as to what a child *must* do.
47. Good rules in the character building of children which the high school girl can follow when she assumes responsibilities in caring for younger brothers and sisters; for children of other families.
48. Why the period from birth to seven years is the most important part of the whole life.
49. The physical and mental development of a child from one to three years; from three to six years; from six to twelve years.
50. Incentives for habit formation.
51. Gaining an appreciation of the fact that effort does count.
52. Formation of habits as means of saving labor and strain in forming character.
53. Financial training of the child of elementary school age; of the junior high school period.

Home care of the sick

1. Cheerfulness on the part of the person who is to care for the one who is ill; on the part of the other members of the family; on the part of the patient.
2. Choosing a room that can be well lighted or darkened, well ventilated, easy to care for, free from noise, dust or other condition that might cause the patient to feel uncomfortable.
3. The equipment of the room.
4. Bed making; essentials to keep in mind; making up an empty bed; changing the sheets and making up the bed with patient in it.
5. Rubber sheets and draw sheets.

6. Lifting and moving patient in bed; arranging and shaking up the pillows; smoothing and straightening bed clothing.
7. Changing the nightgown.
8. Combing and brushing the hair of a patient.
9. Brushing the teeth.
10. Bathing the face, neck, ears, hands and arms.
11. Bathing the patient.
12. Giving an alcohol rub.
13. Giving a sponge bath to reduce fever.
14. Salt rubs: value of; method of giving.
15. Taking temperature, pulse and respiration.
16. Keeping records and charts for the aid of the doctor.
17. Importance of following doctor's directions.
18. Giving medicines; methods; regularity of.
19. Feeding the patient in bed; regularity of; methods when patient remains lying down; when patient can sit up.
20. Making bed rests for patient to use while sitting up.
21. Giving enemas and douches.
22. Poultices: kinds; uses; methods of making.
23. Hot and cold compresses.
24. Isolation of patient with communicable disease.
25. Care of the room when patient remains in it; when patient can be removed for a short time.
26. Home-made articles for the room.
27. Importance of flowers in the room for the patient.
28. Attitude of the members of the family toward the patient; of the patient toward the members of the family.
29. Reading stories to the patient; conversing with the patient.
30. Emergencies which a high school girl should be able to meet in caring for a companion at least until other help comes:—fainting; sprained ankle; severe cut; bruises; burns and scalds; foreign body in the eye, ear, nose or throat; nose bleed; broken arm or leg; rescue from drowning; resuscitation.
31. Bandages and dressings; kinds; uses; methods of applying; means of gaining skill in applying.
32. Sudden illness of member of family; how to secure aid from neighbor, doctor or nurse; importance and value of remaining calm and of giving every assistance to make patient comfortable.
33. The contents and arrangement of the emergency shelf; of the home first aid chest.
34. Care of child confined with non-communicable disease; with communicable disease.

Family and home relationships

1. Creating the home spirit; the contribution the mother makes; the father; the children; other members of the family group.
2. The function of the home to each member of the family.
3. The influence of the home and the activities of its members in the development of character.
4. Activities which the members of one's family enjoy together.
5. Home life in Colonial days.
6. Comparison of life in the home and housekeeping procedures to-day with those of the time when "grandmother" was a girl.
7. Social customs in the home in Colonial days.
8. Home training of girls in Colonial days.
9. Home life of girls in other lands.
10. The meaning of hospitality.
11. Social customs observed in types of entertainment of guests for formal and informal occasions.
12. Birthdays and anniversaries celebrated in the home.
13. Entertaining in the home within one's means.
14. The value and importance of having one's friends and children's friends for social occasions at meal times; at other times.
15. How play and pleasure as well as work are important factors in keeping one well and happy.
16. Planning work and pleasure schedules for each member of the family group.
17. Dividing the work of the household and the responsibility for performing tasks among the various members of the family group.
18. Reasons why participating in the activities of the household will bring greater happiness to each individual who contributes.
19. The meaning of "worthy home membership."
20. Routine tasks, performed by girls in the home, which have a "marketable value" and could be paid for.
21. Financial partnership in the family group.
22. The value of music in the social life of the home.
23. Flowers, books and magazines, and rest and recreation for the housewife; for all members of the family.
24. Comfort versus elegance in home life.
25. Planning and directing social occasions; parties with stunts as a center; with music as a center; with dancing as a center; with a meal as a center.*

*In a pamphlet "Vocational Home Making Education: Illustrative Projects," edited by David Snedden and published by Teachers College, Columbia University, New York City, there is given on page 25 an extended list of sociability projects.

26. The responsibility of the community, and thus of the families of the community, in providing educational opportunities.
27. Wage earning outside of the home by the homemaker.
28. Relation of education to the income earning; relation of an elementary school education; of a high school education; a college education.

Community relationships

1. The relation of the home to other homes in the community; to the community; to the state; to the nation.
2. Social functions in the church, the school, and in the community.
3. Community days, picnics, pageants, festivals and other activities.
4. The contribution of the high school girl in community activities.
5. Packing baskets for members of the community at Thanksgiving and Christmas time.
6. Recreational opportunities that the community provides for its people,—as parks, museums, playgrounds, theatres, moving pictures, bathing beaches, libraries.
7. How consumers in a community are largely responsible for the quality and kinds of stock carried by local stores.
8. How clubs, federations and other organizations can be a means of providing better social life in the community.
9. How thoughtful and collective effort can become the means of improving civic conditions; home conditions.
10. Municipal and state regulations which have been set up for the benefit of home and community life, such as disposal of waste and refuse, cleaning streets, regulation of traffic, water supply, ice supply, city markets, bakeries, laundries, fire protection, property rights, child labor laws, school attendance, pure food laws, textile laws, building and housing laws, mother's pension laws, insurance laws, workmen's compensation laws.
11. Community responsibility in meeting regulations; in setting up new regulations and in changing regulations which no longer meet the needs for which they were intended.
12. Individual responsibility toward regulations; toward other individuals.
13. What the local Chamber of Commerce can do for the betterment of the homes and home conditions of the community.
14. Establishing systems of public health nursing, clinics, children's health centers, milk depots, nursery schools.
15. Providing community and school playgrounds.
16. Household information services as carried on by papers, magazines, local stores, other organizations.

17. The organization, in a community, of a Household Information Bureau for housewives; its activities; its value to housewives; its value to local stores and shops.

II. Food

A. *Meal Planning, Selection, Purchase, Preparation and Service.*

Meal planning and selection

1. The relation of meal planning and selection to the health of the family.
2. Relation of composition of food to composition of the body.
3. Body needs and foods considered on the basis of what foods do for the body.
4. Proteins, vitamins, carbohydrates, fats, mineral matter, acids, water; their sources, uses, amounts needed by adults, by children.
5. Conditions affecting kinds and amounts of food to be eaten.
6. Relation of appetite to food requirement.
7. Selecting the amount of food needed so the body is neither undernourished nor overfed; amounts of milk, bread and cereals, fruit and vegetables, meats, sugars and fats needed in the diet.
8. Food prejudices: how to handle them; how to avoid them.
9. Nutritive ration of foods: how to determine it.
10. Comparison of economic value of various foods as sources of energy,—protein, fat, mineral matter.
11. Cheap foods having high food value.
12. Food combinations.
13. Providing fruit and green vegetables in the diet all the year round.
14. Need for planning meals in advance.
15. Meaning of "balanced meal."
16. Planning meals in relation to food requirement; to minimum expenditure of time, energy and materials.
17. Planning meals for a family with varying ages, daily activities, and conditions of health.
18. Planning meals with consideration of the maximum amount of food value, palatability and ease of preparation.
19. Foundation or type menus.
20. Menus: planned for a day; for a week.
21. Planning breakfasts and suppers or dinners to balance the day's diet with the school lunches eaten.
22. Ways to influence the selection of a good lunch in the school cafeteria.

23. The school luncheon hour: a time for social training.
24. Testing menus.
25. Selection of food with a minimum amount of money to spend; with a larger amount to spend.
26. Budgets: a week's food supply for "case" families; a month's supply.
27. Food selection in commercial eating houses; choosing suitable breakfasts, lunches, suppers and dinners from a menu card for stated amounts of money.
28. National dishes and food combinations in meal preparation.

Marketing and purchase of foods

1. Kinds of markets in the immediate locality; other kinds.
2. General rules and guides in marketing, buying by weight or bulk, in cartons, in large or small quantities, paying cash or charging, relation to grades of product to price and nutritive value.
3. Points in judging quality, quantity, food value, price.
4. Different ways of buying food and ordering.
5. Advantages of going in person to the market.
6. Use of curb and central markets.
7. Sanitation and laws with regard to markets.
8. Food products from farm to consumer.
9. Purchasing foods in season.
10. Marketing according to a budget plan.
11. Making up the market order; checking purchases.
12. Time to market.
13. Reliable brands of foods.
14. Adulterations and misbranding.
15. Foods and their prices; study of daily papers, government bulletins.
16. Local prices and measures of common foods purchased from two types of grocery stores, one where they do not take orders by telephone and deliver goods; the other one where they do.
17. Food budget; advantages of; adjustment of purchasing to income.
18. Practical methods of keeping accounts.
19. Comparison of markets in America with those of foreign countries.
20. History, growth, and importance of markets.

Food preparation

1. Type dishes a girl should be able to prepare at home, including the preparation of: cereals; fruits, both fresh and dried; vegetables, fresh, dried, and canned; milk mixtures; eggs; cheese; meats, fish, game and poultry; batters and doughs; dishes involving the use of fats and oils; salads and sandwiches; desserts, hot, cold and frozen; beverages.
2. Simple meals a girl should be able to prepare at home.
3. Food preparation on the basis of the family meal; simple and more elaborate meals.
4. Objectives to be attained in the preparation of various dishes.
5. Utensils to be used in the preparation of each type dish; necessary ones; supplementary ones making for efficient methods of handling materials.
6. Plans for the work of the preparation of single dishes; of individual meals; of the meals for the day as a whole.
7. Means of checking up on plans of work as a basis for improvement.
8. Efficient use of cook books.
9. Recipes: how to use them; to collect them; to systematically file them; to enlarge, decrease, and modify them to meet family needs.
10. Good technique in handling materials and utensils; and waste in using poor methods.
11. Measurements in the home; at the market; use of measuring utensils and scales in measuring weight, volume, capacity.
12. Measuring by "the eye," by "the hand."
13. Devices for measuring temperatures.
14. Devices for measuring time.
15. Items that enter into the cost of preparation of each dish.
16. Preparation of meals for stated costs per person for "case" families; for specific families.
17. Psychological aspects of well-cooked foods.
18. Physiological aspects of well-cooked foods.
19. Standards for forming good judgments in food preparation; use of score cards in judging products as a basis for setting standards.
20. Making butter; cheese.
21. Making confections for special occasions.
22. Methods of procedure in washing dishes which will accomplish satisfactory results with the least expenditure of time and effort.

23. Dish washing made interesting when made a problem of motion study.
24. Application of chemical science to the washing, cleaning and scouring of utensils and dishes.
25. Utensils or devices for washing dishes, draining, drying; care of them.
26. Care of sink, drain boards and drain pipes.
27. Care of dish cloths and towels.
28. Packed lunches for: kindergarten child; school girl and boy; for boy, girl, man and woman who works.
29. Objectionable features to a cold lunch at school.
30. Value of hot dishes or lunches served at school.
31. The school lunch: utilization of products of the foods classes; other means of supplying foods and materials.
32. Preparation of food for the school lunch: organization and plan of "routine" work to avoid exploiting pupils; serving the school lunch; care in serving to develop standards.
33. Equipment needed in food laboratory when classes aid in the preparation of school lunches.
34. Preparing foods in the home and the school by means of the fireless cooker.
35. Food preparation outside the home; when to utilize it.
36. Commercial products versus home products; buying or baking bread or cake; when to buy or make ice cream, soups, etc; how to judge of "good standards" of food preparation in the products.
37. Methods of preparing foods in various parts of country.
38. Methods of preparing foods in foreign countries.
39. Practices of economy in the kitchens of America as compared to kitchens in France.
40. Historical development of cookery.
41. History and use of cookery utensils.

Stoves, ranges, and other cooking devices

1. Stoves and ranges: their uses; operation; selection; care.
2. Adjusting the mixture of gas and air in the gas range.
3. Caring for an oil stove, including putting in new wicks.
4. Ovens, portable and stationary: their management; control of temperature; use of thermometers in ovens.
5. Good technique in handling fuels; in regulating ovens to secure required amount of heat.
6. Fuels: locally used; selection; economical use of; comparative cost of.

7. Cookers: pressure and steam, their advantages, when to use them, availability and costs; fireless, advantages in using, when and how to use; how to construct at home.
8. Electrical appliances: when to utilize; their selection and cost; how to operate.
9. Meters: use of.

Food care

1. Food care outside the home; inside the home.
2. Handling and care of food outside the home; sanitary consideration; personal hygiene of workers; hygiene of materials, equipment and surroundings.
3. Standards to be set in handling food commercially.
4. Scoring shops as to freedom from flies, refuse, and other unsanitary conditions; as to the displaying of foods in covered cases, receptacles, etc.
5. Hygiene of clothing of those who handle food.
6. Incoming supplies: the care in the home of food supplies when they come from market.
7. The care of milk after milking.
8. Pasteurizing milk.
9. Left-over food from the table; its care.
10. Kinds and varieties of containers for home use; their selection and cost.
11. Methods of caring for food containers and storage spaces to insure food protection.
12. Importance of regularly inspecting and cleaning spaces and receptacles where food is kept.
13. Refrigerator: cleaning and care; general rules for using.
14. Food-refuse: types of garbage containers to use; points to be considered in selecting; cost.
15. Disposal of garbage; utilization for poultry; for fertilizer; other local methods; local collection; incinerators.
16. Food care when closing home or school for a period of time.

Table service

1. Setting table: for simple meals; for more elaborate meals.
2. Good taste and economy in table linen, silver, china, glassware and other accessory equipment.
3. Garnishings: psychological effect.
4. Fundamentals in "waiting on the table."
5. Serving: important points in serving each dish; in serving entire meal.

6. Modified table service: development of good standards in serving the school lunch; in using desk service in cookery laboratory.
7. Table courtesy: of those served; of those who serve; reasons for.
8. Informal and formal service.
9. Hostess courtesy.

Special social occasions

1. The importance of social occasions, customs, usages.
2. Cookery for special meals; ways in which it may differ from daily meal preparation.
3. Refreshments for children's parties; for evening parties for adults; for other parties.
4. Cookery for special occasions such as the holiday season; for picnics.
5. Simple decorations and favors for festive occasions; uses they serve.

Infant and child feeding

1. Type feedings for baby from three to nine months; to twelfth month.
2. Importance of a "clean milk" supply.
3. Milk: pasteurized; modified; ways to disguise; ways to keep milk cold without a refrigerator.
4. Importance of fruit juices in the diet; of water.
5. Importance of: regularity in feeding; length of time for a feeding; intervals between feedings; and manner of feeding.
6. Faulty feeding habits that cause infant mortality.
7. Rate of gain for infants.
8. Kinds of bottles and nipples to use; care of; purchase of.
9. Utensils needed for preparing the food; costs.
10. Rules for cleansing and caring for utensils.
11. Food for the infant or young child; foods to be forbidden young children.
12. The composition of food in relation to infant and child feeding.
13. Simple diets consisting of milk dishes, stewed fruits, toast, orange juice, strained or mashed potatoes.
14. State, county, and community promotion of infant welfare.
15. Organized effort for child protection: milk stations, baby clinics, day nurseries, "Little Mothers Societies."

Food for children of pre-school age (2-6)

1. Malnutrition conditions; how to avoid them.
2. General principles involved in properly feeding children of pre-school age.
3. Rate of gain desirable.
4. Type menus: kinds of food and amounts for two year old child; for four year old child.
5. Comparison of the daily menu of the child with his bodily requirement.

Food for children of school age

1. General rules for forming good eating habits.
2. Types of foods for all children; foods to be avoided.
3. Psychology of food likes and dislikes in children; how to handle.
4. Importance of milk and cereals, fruits and vegetables in the diet.
5. Amounts and kinds of food for boys and girls during the adolescent period.
6. Butter and milk as important articles of food in diets of all children.

Modifications of meals to meet abnormal conditions of health

1. Importance of proper feeding in disease.
2. Reasons why some foods are better than others for an invalid.
3. Importance of guidance by physician or dietitian for special diets.
4. Planning meals for the sick; factors to be considered; classification of dietaries.
5. Importance of care in selection and preparation of food for an invalid.
6. Ways to stimulate the appetite of a sick person.
7. The tray: its preparation, its use in serving and its care after serving patients with non-communicable diseases; patients with communicable diseases.
8. Sick room delicacies; psychological aspects versus economical aspects.
9. Type dishes every girl should know how to prepare and serve such as: beverages,—acid, starch, albuminous; other liquids,—beef tea and broths, as beef, mutton and clam; gruels and mushes; milk,—peptonized, pasteurized, and modified; toast,—dry, buttered, and creamed; eggs,—coddled, poached and egg-nog; meat such as breast of chicken, broiled beefsteak or

- chop; vegetables such as baked potatoes and vegetable suffles; custards; junkets; jellies and gelatins; ices and ice cream.
10. Wide prevalence and dangers of constipation; foods to be eaten; foods to be avoided.
 11. Diets; for fever patients; diarrhea; nervous indigestion; anemia; diabetes; tuberculosis.
 12. Feeding in overweight; food and its relation to body weight; foods to be eaten; foods to be avoided; rate of reduction desirable; danger in use of drugs and patent preparations.
 13. Feeding in underweight for weight increase; diet and rules to be observed in amounts of food to be eaten, and number of meals a day; rate of gain desirable.

Meals for the aged

1. Lowered vitality stage; its significance and need for special consideration.
2. Need for easily digested foods.
3. Foods which should be used; those to be avoided.
4. Menus suitably planned for family and adapted to the use of an older person.

B. *Food Care, Preservation and Storage.*

Preservation

1. Cheap fruits and vegetables in market; when to buy and preserve them.
2. Saving fruits and vegetables that grow in our gardens.
3. Causes of food spoilage.
4. Methods of preservation; comparison of home made products with commercial products in regard to methods of preserving, equipment, quality, flavor, and cost to consumer.
5. Preservative powders; is their use necessary or healthful?
6. Equipment necessary in "home preservation" processes; supplementary equipment making for efficiency in working conditions and safety in methods.
7. Use of commercial canners; points to be considered in purchasing.
8. Canning fruit and vegetables; use of various methods.
9. Spoilage of canned foods.
10. Fruit juices and jellies.
11. Preserves, marmalades, jams, conserves.
12. Pickling and brining.
13. Drying fruits and vegetables; advantages of; methods.
14. Commercial driers; types and use dependent upon local conditions.

15. Preservation of meats.
16. Preservation of eggs.
17. Canning-group organizations.
18. Food preservation as a thrift measure.
19. Importance of canning industry to home and nation.
20. Historical development of scientific canning.

Storage

1. Storage; a help in solving the problem of food preservation.
2. Home storage of foods versus commercial storage; differences involved; principles underlying each.
3. Importance of food storage as an industry outside the home; effect of transportation and storage facilities.
4. Commercial storage of food; cold storage, refrigeration, freezing; effect upon character of various types of food products.
5. Effect of the storage industry upon prices and constant food supply.
6. Temporary storage and long-period storage; use of house cellars, storage pits, "out-door cellars;" burying.
7. Home storage of foods; what and how to store for short period, for long period.
8. Rural and urban home storage facilities; spaces, containers, and essential conditions necessary for keeping various types of food materials.
9. Organization of storage spaces; tags and labels; filing boxes; card catalogues.
10. Hot weather storage: in keeping vegetables, fruits, meats, milk, groceries, bread, fats, cooked foods, canned goods; devices such as ice boxes and refrigerators, water for cooling foods, and iceless refrigerators.
11. Winter storage: types; devices such as window boxes.

C. *Food Industries*

Food production and manufacture

1. Sociological aspects of food industries.
2. Our responsibilities as intelligent consumers; the girl's responsibility.
3. Sources of common foods and accessories such as flour, rice, oatmeal, and other cereals, sugar, honey, chocolate, lard, fruits, vegetables, meats, spices, beverages, etc.
4. Foods that are manufactured; foods purchased at the market in the raw state.

5. Production and manufacture of foods; factors that enter into costs of doing business.
6. Consumption; factors that enter into costs to consumers; relation of supply and demand.
7. How the failure of the grain crop of our country during a year is apt to affect us as a family or as a community.
8. Importance of various industries such as dairy, cheese, ice cream, packing, fish and oysters, flour, biscuit and bakery, sugar refining, candy, etc.
9. Adulteration; injurious ones; methods of detecting injurious ones.
10. Advertising: true and false; evaluation of.
11. History of the development of food production from the home as the center, to present day food industries outside the home.

Transportation and distribution

1. Transportation: comparison of present and past methods.
2. Carrying freight by water; by land.
3. Effect of foreign markets on our commerce.
4. Regulation of trade.
5. Warehouses, terminal and distributing.
6. Mail order houses.
7. Commission houses: from wholesaler to retailer; retailer to consumer.
8. Climatic conditions affecting transportation of food materials.
9. Marketing of garden and farm produce.
10. Methods of securing food direct from farm to consumer; local wagon or truck; parcel post.
11. Postal registration of materials of value sent through the mails.
12. Boxing, crating or making up package to be sent by parcel post or express.

Food laws and legislation

1. Principles involved in food legislation.
2. Regulations: federal, state, municipal; need for.
3. Legislation and inspection of meat and meat products.
4. Fish and game laws in our State; their importance to us; their effectiveness in securing desirable results.
5. Government control of production of fish and oysters; importance to us.
6. Importance of the inspection of such public utilities as markets, milk stations, bakeries, garbage collection systems.

7. Procedure in reporting violations of the laws; purpose in so doing.
8. Food industries employing women: laws as to working conditions for women.
9. Parcel post: zones; laws governing kinds of food to be sent; importance to people living in rural districts and in urban districts.

III. CLOTHING

A. *Selection and Purchase of Ready-made Articles and Garments.*

1. Relation of clothing to health.
2. Suitability of clothing to occasion, weather, health.
3. Simplicity and good taste in clothing.
4. The selection and purchase of handkerchiefs, collar and cuff sets, gloves, and other dress accessories.
5. Selection and purchase of stockings, knitted underwear, muslin underwear, etc.
6. The essentials of a good shoe; a good stocking; a good corset; good gloves, etc.
7. Selection and purchase of shoes with reference to hygiene, appearance, and appropriateness to use; of rubbers and overshoes.
8. Standard brands of shoes, stockings, gloves and other dress accessories which can be purchased in our community.
9. Selection, purchase and care of rubber goods such as raincoats, hats, rubbers and overshoes, boots, shields, gloves, bibs, aprons, bathing caps.
10. Recognizing commonly used textile materials such as serge, broad cloth, chambray, percale, nainsook, and others.
11. Judging textile materials as to durability, attractiveness, appropriateness to use and design of article of garment.
12. Characteristics of a well made woolen garment.
13. Clothing for work in the home and in the school laboratory.
14. Clothing for camp life and recreational purposes.
15. The high school girl's wardrobe.
16. The clothing budget and the expense account; advantages of a clothing budget.
17. Planning a clothing budget that will be in just proportion to the total money outlay of the individual.
18. How to invoice a wardrobe and list (a) garments which must be replaced, (b) garments which will last another season.
19. Purchasing clothing for the family after studying the needs of

individual members and the amount of money allotted in the budget to clothing.

20. Buying garments which may cost slightly more in the beginning but will be less expensive in the long run because they can be worn several seasons.
21. Plans for buying the more expensive garments as coats, suits, and dresses so that the expense may be distributed through several seasons or several years.
22. Selection and purchase of ready-made dresses, suits, waists, skirts, coats that are becoming to one in line, design, color and texture.
23. The beauty of simplicity in color and design.
24. The study of the proportions and lines of the human figure and the designing of clothing.
25. The hat in its relation to the wearer; to the costume.
26. The selection and purchase of hats, tam o'shanter, caps, bonnets, that are becoming to the individual, and appropriate to the entire costume and to the occasions on which they are to be worn.
27. The psychology of color and its application to costume.
28. The study of historic costume as an inspiration for present day dress.
29. Sensible standards of dress for the high school girl with regard to the manner of combing the hair; bobbing the hair, the wearing of the combs and fancy pins in the hair; the wearing of ear rings and other jewelry; the use of powder and other cosmetics; the wearing of French heels; fancy slippers and pumps; white shoes and dark stockings; thin and fancy blouses, waists or stockings.
30. What the well dressed business girl wears on the street; in the office or shop; for social occasions in the evening.
31. Plans for the wardrobe for the girl who expects to go to college; plans for adding to the wardrobe during the first year and during the following summer.
32. Making studies to see if having several articles of a kind that can be worn alternately adds to the length of the period of usefulness of each article, such as two pairs of shoes, two pairs of corsets, several pairs of stockings.
33. Purchasing clothing by mail.
34. Alteration of ready made garments.
35. Judging of values at bargain sales.
36. Seasonal purchase of articles and garments; when it is an advantage to purchase in season and when out of season.

37. Standardized designs in garments for children; for the high school girl; for the housewife.
38. Standard brands of clothing which can be purchased in our community.
39. Factors determining the cost of ready-made articles and garments, as hats, shoes, dresses and novelty materials; the value to the consumer.
40. Information one should have concerning fading, shrinking, laundering, removing stains and storing clothing, to be able to purchase intelligently.
41. Health essentials in clothing the baby; the child of pre-school age; the school child; the adolescent boy and girl.
42. Infant's layettes.
43. Wardrobes for children.
44. Effect of thoughtless and extravagant shopping upon market conditions.
45. Effect of intelligent purchasing on supply and demand.
46. Extravagance and extreme styles.
47. Buying flimsy materials, passing fashions, and fashionable vagaries.
48. The social aspects of clothing; one's social responsibility in buying; one's social responsibility with regard to rapid changes in fashions.
49. "Window shopping;" its effect on one's attitudes and ideals.
50. Cash versus charge accounts in purchasing clothing.
51. Learning to shop intelligently.
52. Things that make for conspicuousness in design; meaning of terms "well dressed."
53. Spring and fall openings.
54. Fashion shows in commercial establishments; in school; value of each.
55. Principles of advertising; help to merchant; to purchaser.
56. Consumers League; value to local community.
57. How styles are created; how spread.

B. *Care, Repair, Renovation and Remodeling of Articles and Clothing.*

Care

1. Lengthening the period of usefulness of articles and garments by systematically airing and brushing them.
2. Means of extending the wear of shoes.
3. Care of personal belongings in closets, drawers, boxes, etc.

4. Care of dress accessories such as gloves, collar and cuff sets, ribbons.
5. Sponging and pressing clothing as a means of lengthening the life of these articles and as a means of improving their appearance.
6. Protection of clothing during the performance of household tasks.
7. A simple outfit for keeping the shoes of the members of the family in good condition.
8. Establishing habits of systematically caring for one's clothing.
9. Cotton covers for dresses and coats which are worn only occasionally.
10. Materials and utensils which every family should have at hand in order to keep the clothing in good condition.
11. Caring for articles and garments in such a way that they later can be made over.
12. Responsibility of high school girl as a consumer in practicing thrift in the care, repair and use of clothing.
13. Storage of clothing and furs during the summer season for protection from dust and moths; choice of effective and inexpensive methods.
14. Value and use of cedar chests, moth-proof bags, newspapers, moth balls, tobacco leaves, etc., in the storage of clothing and materials.

Repair

1. Keeping garments in good condition by sewing up small rips, by mending holes and rents immediately so as to avoid bigger ones.
2. Mending thin places in stockings as well as small holes when they first appear.
3. Reinforcing knees of children's stockings.
4. Mending broken and dropped stitches in stockings.
5. Darning and mending knitted underwear.
6. Preventing buttons from coming off children's clothing by reinforcing with tape.
7. Reinforcing the seats of boy's trousers.
8. Sewing buttons on children's shoes and sandals.
9. Means which can be employed by "busy mothers" for acting quickly in repairing the garments of the younger members of the family.
10. Advantages of having a work basket, box, drawer, or other container for keeping pieces of muslin, yarns, tape, net, scraps

of woolen pieces, etc., for use in the immediate repairing of garments.

11. Advantages of setting aside a regular weekly period for the repairing of one's personal clothing; the clothing worn by other members of the family.
12. Value and importance of keeping all buttons, hooks and eyes and other fastenings sewed on; methods for doing so.
13. The wearing of carefully repaired clothing and the saving of money and labor for more important things.
14. Effect on one's attitude and ideals of wearing clothing that is neatly repaired and kept in good condition; of those that are only "drawn up."
15. Darning articles and garments by means of the sewing machine.
16. Choosing and applying methods of patching appropriate to the kind and the weave of the material; the kind of tear, cut or hole; and the articles or garment to be patched.
17. Applying new neckbands and facings around the neck and at the elbows of boy's and men's shirts.
18. Applying facings around the armholes of undergarments and waists.
19. Repairing torn places and broken seams in gloves.
20. Repairing corsets; attaching new garter suspenders; rebinding tops.
21. The repairing of soles and heels on boy's shoes, girl's shoes, and the shoes of the adult members of the family; relation to period of usefulness of shoes.
22. Commercial preparations for mending holes and cuts in rubbers and overshoes.
23. Refinishing the bottoms of skirts that have become frayed and worn.
24. Use of mending tissue in repairing worn places, cuts, etc., in silk and woolen garments.

Renovation

1. Use of various commercial preparations in cleaning articles and garments in the home.
2. Important factors to be considered in dry cleaning articles and garments in the home.
3. Removal of spots and stains from cotton, linen, wool, and silk; use of proper cleaning agents; methods to be employed.
4. Important factors to be considered in the removal of spots.

5. Results which justify the expenditure of time, labor and money in renovating materials and garments.
6. Amount of time which can wisely be spent by the mother of a family of six children in renovating garments and materials; by other individual members of the family.
7. Cleaning and renovating straw hats.
8. Freshening straw hats by means of various commercial preparations which can be purchased and applied.
9. Renovation of velvets, ribbons, laces, flowers and other millinery supplies.
10. Cleaning light colored or white kid gloves and shoes.
11. Cleaning of feathers, furs, felts.
12. Use of commercial dyes in renovating articles and garments.
13. Effective methods of procedure in securing good results in dyeing old and faded materials and garments in the home.
14. Importance of promptly cleaning and renovating materials when necessary.

Laundering

1. Laundering white cotton clothing.
2. Laundering colored cotton fabrics.
3. Washing and pressing neckwear.
4. Laundering stockings; cotton; woolen; silk.
5. Laundering handkerchiefs.
6. Laundering laces, dresses, and waists that require careful and delicate workmanship.
7. Laundering woolen garments, dark and light.
8. Laundering woolen garments that have been ripped and are to be used in a remodelled garment.
9. Laundering articles and clothing for the baby.
10. Washing corsets and girdles.
11. Laundering articles and garments made of silk.
12. Commercial laundering of clothing as compared with home laundering.

Remodelling

1. Importance of making a survey of one's present wardrobe for possibilities of remodeling clothing before purchasing new pieces.
2. The use of inventories of all of the family clothing in estimating family needs.
3. Using partly worn clothing of the adult members of the family for making children's clothing.
4. Refooting stockings; advantages and disadvantages of.

5. Using the legs of stockings for making bloomers for the baby that creeps.
6. Using the good parts of kid gloves for making shoes for the baby.
7. Importance of carefully selecting a pattern with reference to the size, shape and number of pieces of a garment that is to be remodelled.
8. When it is economy to make over garments; when it is not.

C. *Selection and Purchase of Materials, Planning and Construction Articles and Garments.*

Selecting designs

1. Choosing designs for garments with reference to the use that is to be made of them.
2. Choosing simple and conservative designs for garments which will not "go out of fashion" in a season.
3. Choosing designs with regard to the materials to be used in constructing the garment, as for instance choosing a design with plaits for a garment to be made of serge as compared with using this design for a garment to be made of soft silk material or a garment that is to be made of wash material.
4. Choosing designs for garments with regard to the possibility of the garment's being remodelled or made over.
5. The contour and structure of the human form as a guide in the selection of designs for various articles of clothing for the individual person.
6. The beauty of simplicity in design.
7. Reasons why a design becoming to one individual may be very unbecoming to another.
8. Structural lines that should be used in a costume for a stout person; for a tall thin person.
9. Means employed to emphasize desirable lines in costumes.
10. Study of costume details in choosing designs in patterns for garments that are to be "made-to-order" either in the home or a shop.
11. Designing simple garments that comply with the principles of good design.
12. Dress and its effect on one's personality.
13. The relation of the design of a garment—the number of pieces, their size and shape—to the amounts and kinds of materials needed to construct the garment.
14. Designing children's school garments; play garments; children's garments for occasional wear.

15. The relation of the design of a garment to the color or colors of the materials to be used in the garment.
16. The relation of the design or pattern in a textile fabric to the line and design of the article of clothing; to the lines and proportions of the person who is to wear the garment.
17. Good design in laces and embroideries.
18. Choosing laces and embroideries with regard to the garment or article of clothing they are to decorate or beautify.

Clothing materials

1. Kinds of materials which can be used for making each article or garment that is to be constructed; names, finish, weave, design, width, price, durability as to wear and laundering, fading and shrinking qualities and other distinctive characteristics which have bearing on the use of a particular material for specific type of article or garment.
2. Training the eye and the hand for detecting difference between good and poor textile materials.
3. Simple tests which the consumer can apply to materials before purchasing them for articles and garments which are to be constructed in the home.
4. Selection of materials with regard to the design of the garment; the use that is to be made of the garment.
5. Important points to be considered in purchasing such materials as belting, hooks and eyes, snaps, buttons, thread and other findings.
6. Good values in hand-made and machine made laces and embroideries, good design, and wearing qualities.

Supplies and equipment for sewing in the home

1. Selecting a part of a room or a separate room in which articles and clothing can be constructed; consideration of light, exposure, location in house, floor covering, etc.
2. Cabinets, cupboards, closets, boxes, drawers which may be used for the storage of supplies.
3. Selection and use of cutting tables, pressing boards, skirt hangers.
4. Selection of supplies such as pins, needles, tailor's chalk, tape measures, shears, pin cushions, and others.

Patterns

1. Types of commercial patterns which are for sale in our community; other commercial makes.

2. Comparison of various types of commercial patterns as to line and design and suitability to different figures; as to markings and what they indicate; clearness of directions for using and other important points.
3. Taking measures for the purchase of ready made patterns.
4. The importance of reading instructions on the envelope of a pattern before purchasing it.
5. The use of commercial patterns; interpreting, testing, and altering to suit individual measurements and the lines and proportions of the individual.
6. Drafting simple patterns as a means of gaining a better understanding of patterns in general and the relation of the lines of the pattern to the lines of the body.
7. Drafting "foundation patterns" for an individual so that they can be used by the "home-dressmaker" in the construction of types of garments.
8. Drafted patterns; advantages and disadvantages of.
9. Comparison of drafted and commercial patterns.
10. The story of the first commercial pattern.
11. Pattern houses and the development of the ready made pattern industry.

Construction of articles and garments

1. The importance of carefully reading the instructions on the pattern envelope and the inclosed instruction sheet before cutting out the garment; of placing on the cloth every piece of pattern that is to be used before any piece is cut out.
2. A study of the construction of clothing as a help in calculating the amounts of materials needed.
3. Comparison of the advantages of purchasing garments ready-made, of having them made to order in the home or in a shop, and of making them one's self at home.
4. Cost of home-made versus ready-made articles and garments.
5. When it is economy to make one's own clothing; the clothing for other members of the family.
6. Simple articles and garments which the junior high school girl can make for herself; for other members of her family; for members of other families in the community.
7. The construction of infants' layettes; of clothing for children from one to three years; from three to six years.
8. Comparison of children's garments made at home with those which can be purchased ready-made in one's community.

9. Constructive processes, such as seams, hems, stitches, plackets, facings, bindings and others which are essential in the construction of each article or garment to be made; additional ones which might be used if desired; those which can be used for decorative purposes; variations which may be made in constructive processes to meet specific conditions in other garments to be similarly constructed.
10. Selection of a few simple articles and garments to be constructed in school which will serve as a basis for other articles to be constructed at home on Saturdays or during the summer months.
11. Study and analysis of various constructive processes for the purpose of setting up standard methods of procedure; the value of having standard methods of procedure in carrying out simple, constructive processes; the importance and value of habit formation in carrying out constructive processes.
12. Hand-made versus machine made processes; when it is advisable to use each.
13. Short cuts in sewing.
14. Dress forms and their use by the home dressmaker; names and kinds of commercial dress forms that can be purchased; methods of making a dress form at home.
15. Constructing articles and clothing for commencement outfits.
16. Construction of collar and cuff sets for woolen dresses; from materials now in the home; from materials purchased for this purpose.
17. Application of snaps to collar and cuff sets so they may be quickly put on and taken off; comparison of the use of this method with that of sewing them on each time they are laundered.
18. The construction of net or muslin underwaists for protection for woolen and silk dresses; fastening them in so they can be easily removed for laundering.
19. The construction of house dresses, aprons, dusting caps and other articles for home wear.
20. Setting up score cards which can be used in scoring garments constructed in the school laboratory; at home.
21. Using score cards as a means of building standards.
22. The construction of a simple cookery outfit for the school laboratory.
23. Lining a hat.
24. Making bandeau for hats.
25. Making bows, flowers, and other fancies for trimming summer hats; winter hats.
26. Wiring ribbon and lace for hats.

27. Important factors to be considered in trimming hats.
28. Making children's bonnets, caps and simple hats.
29. Covering commercial hat frames.
30. Making and trimming simple hats.

Sewing machines

1. Types of sewing machines and their use in American homes.
2. Names of various parts of the sewing machine and the function of each.
3. General rules for giving regular care to the home sewing machine; to the machine in the school laboratory.
4. General rules for using and operating double thread machines; single thread or chain stitch machines.
5. Methods of practicing stitching as a means of acquiring good technique.
6. Methods of determining causes of thread breaking; of stitches slipping; of material puckering.
7. Methods of regulating the parts of a machine to correct all irregularities in stitching.
8. Method of tightening band or belt; of putting on a new one.
9. The story of the first sewing machine; or other early American sewing machines.
10. The history and development of the sewing machine industry.
11. Use of various attachments of the sewing machine.
12. Use of motor driven sewing machines in the home.
13. Hints and helps in using the sewing machine such as, use of strips of paper over feed when stitching net and other thin materials; use of hemmer and unthreaded machine in turning hems on table linen; gathering without the use of ruffler attachment and others.

D. *Clothing and Textile Industries.*

1. Names and characteristics of the more common woolen and worsted materials, cotton and linen materials which are used in the manufacture of garments for school girls; for boys; for children.
2. General appearance of various textile fibers used in the manufacture of some of the more commonly used materials in our garments.
3. Cotton, linen, wool and silk; source of fiber; leading countries which produce each fiber; how fiber is prepared for market.

4. Important processes, about which the consumer should know, in the manufacturer of staple cotton, linen, wool and silk materials that affect the weave, finish, durability, and cost.
5. Properties of cotton, linen, wool and silk materials which affect the usefulness of the materials for underclothing; outer clothing to receive hard wear; outer clothing which is to be worn only occasionally.
6. Types of textile weaves and their relative durability and suitability to particular types of materials and the use that is to be made of them.
7. Adulteration of textile materials; what it is; simple tests for detection of.
8. Materials which may have in them more than one kind of fiber and yet not be classed as adulterated.
9. Simple and practical tests for the housewife to use in detecting the difference between linen and cotton.
10. Home tests for fading and shrinking qualities of various materials.
11. Facts which the efficient buyer of textile materials should know.
12. The lace making industry in this country and abroad; the manufacturing of embroideries.
13. The manufacturing of supplies such as buttons, hooks and eyes, snaps, belting, tapes, ribbons, needles, pins, thread.
14. The commercial manufacturing of suits, coats, dresses, waists, skirts, blouses, stockings, shoes, hats, gloves, underwear and other kinds of clothing necessary to one's wardrobe; importance of these industries to our country; important centers that are located in Pennsylvania, and in our community.
15. Importance of the textile industries in our country to the people in our community.
16. What can be gained in being conducted through large textile and clothing manufacturing plants.
17. Factors which influence costs in the production, manufacture and sale of staple materials; of novelty materials.
18. Textile laws and legislation; federal; state; importance to industry itself; to consumer.
19. Textile industries employing women and girls; laws as to working conditions.
20. Child Labor Laws as they relate to the textile and clothing industries.
21. Present textile and clothing conditions that are influencing the price of materials and of ready made garments in our country; in various countries of Europe.

22. Approximate amount of money spent each year by the women of our country for textile materials.
23. Things which the consumer could do in lessening some of the costs of textiles.
24. Development of the American dye industry during and since the war.
25. How the mobilization of the clothing industries became a factor in contributing to the success of our country in the Great War.
26. Present application of lessons learned during the war relative to clothing conservation; effect on demand and supply.
27. Woman's part in the development of primitive textile industries.
28. Lace making by women and girls in foreign countries at the present time.
29. Names of inventors and the contributions they made in early days to the development of the textile industries.
30. The invention of the cotton gin and its importance to the development of the textile industry.
31. The effect of the invention of the sewing machine on the amount of sewing done in the home; in the factory.
32. Labor conditions in early days and efforts to improve them.

SUGGESTIVE PROBLEMS

Pupils learn through motivated problems and purposeful activities. The problems outlined are for the purpose of stimulating discussions between the teacher and pupils and will serve as a basis for class activities. Other problems from the pupils' experiences and needs can be developed in the same way.

I. THE HOME AND THE FAMILY

A. *Care and Management of the Home.*

Care of the home

Problem: In order to get the full enjoyment and comfort from our home each member of the family must assume a share of work and responsibility. What shall be *my* share in the care and cleaning of our house?

1. List the household activities which I should be able to do in *addition* to those which I now do. Some of these will be daily tasks, some will be weekly tasks, and others seasonal tasks.
2. Care for my own bed-room; air and ventilate the room, make the bed, tidy the dresser, place all of my clothing and toilet articles where they belong, adjust the window shades, keep the furniture and floor clean.

3. Care for the other bed-rooms in our house, assuming responsibility for one bed-room each week.
4. Take full responsibility for keeping the living room clean and in order for one week. This will include the daily and weekly care of the floor and floor coverings, dustings, dusting the furniture and arranging it in order, tidying tables and book cases, ventilating the room and adjusting the shades.
5. Do all the work in connection with keeping the dining room and kitchen clean and in order for one week. I must include both the daily and weekly tasks in cleaning the floors, dusting the furniture, ventilating the rooms, caring for the refrigerator, sink, garbage can, cupboards, closets, and the window box pantry.
6. Help with the laundering of household and personal linen three successive laundry days.
7. Keep account of the laundry if it is done away from home, listing the pieces that are sent, checking those that are returned and recording the cost of the laundering.

Problem: In addition to the kitchen, dining room, living room, and bed room some of us have bath rooms, porches, attics, basements, and yards. How shall I help to keep these clean and in order?

1. Take complete care of the bath room for one week; give the daily cleaning to the basin and tub, care for the plumbing and plumbing fixtures, remove soiled towels and place clean towels, ventilate the room and adjust the shades.
2. Care for the porch and the porch furniture. This will include sweeping the porch and dusting and arranging the furniture daily, caring for the plants and flowers and scrubbing the porch at least once a week.
3. Give the necessary care and attention to the attic and the basement for a period of two weeks.
4. Take full or partial responsibility of the work in the yard for one week. For example, I can mow the lawn at least once a week, trim the edges, care for the plants and flower beds, and keep the walk clean.

Problem: In addition to these daily and weekly tasks there are certain household activities which occur only occasionally. How can I assist with these?

1. Make a complete list of the care and cleaning operations which should be done annually or semi-annually or more frequently. I must consider the walls, windows, floor coverings, light fixtures, draperies, closets, and drawers, in all of the rooms of our house. I must consider also the seasonal care and cleaning of the basement and the attic, giving due attention to household insects and pests.

2. Clean the windows of my bed room.
3. Give the necessary care to the walls of my bed room.
4. Give the required care to the springs and mattress on my own bed.
5. Launder the curtains and renovate the draperies of my room.
6. Remove all clothing from the closets, cases, and drawers in my room, clean these storage spaces and arrange the clothing in good order.
7. Care for and store the blankets, comforts, rugs, and draperies in my own room which are not to be used during the summer months.
8. Apply what I have learned in the care and cleaning of my own room to other rooms in the house.

Problem: We use and enjoy every part of our house. The furniture and finished woodwork sometimes become marred. How can I learn to assist in renewing or refinishing them?

1. Stain and varnish two or more pieces of furniture which need refinishing.
2. Varnish one or more pieces of wicker furniture.
3. Paint the porch furniture.
4. Varnish, wax, or paint the floor in one of the rooms of the house.

Management of the home

Problem: My mother and my teacher both agree that the cooperation of every member of the family is necessary in planning to spend each twenty-four hours of time in such a way as to insure a margin of time for leisure or recreation for every member of the family. What must I know in order to be able to do my share in reaching this accomplishment?

1. List, with the help of my teacher and my mother, all of the household activities which must be performed in my home daily and those which must be performed weekly and those which must be performed occasionally. Include in this list the approximate amount of times necessary to perform each activity.
2. List the tasks which mother, father, brother, and I do each day, those we do each week, and those we do occasionally.
3. List the types of recreational and other activities engaged in by each member of my family.
4. Do cheerfully and promptly the daily, weekly, and occasional tasks which have been assigned to me, and which I have selected to perform.

Problem: The cooperation of every member of the family is necessary if we are going to keep our household expenses within the limits of the budget which father, mother, and we children have

planned together. What can I learn in class that will help me to cooperate with my family and not expect more than my share of the family income?

1. List and study the items which must be included in the expense for food, for clothing, for shelter, for operating and higher life.
2. Approximate what is my share of the family income for clothing, education, pleasure, and other items, and then work out a budget for the wise expenditure of this allowance.
3. Keep an expense account covering the money spent for my clothing, pleasures, and education during one year.
4. List and study the various methods of paying for these items.
5. Learn where and how to buy types of articles.
6. Open a bank account and learn how to write checks and balance accounts.

Selecting, Planning and Furnishing of the House.

Furnishing the house

Problem. Our Home Economics class is studying House Furnishing and we have all become interested to the extent of applying, in a practical way, what we are learning. We have decided to begin with our own rooms and to make the desirable changes at the least possible cost. Some of us are planning also to help in rearranging and in refurnishing other rooms in our homes. How can I make my own room both attractive and comfortable by using the furnishings which I now have?

1. Study the colors of the wall, woodwork, floor, floor covering, curtains, draperies, and cushions as they now are.
2. Decide with the help of my teacher how the color scheme may be improved at small cost, perhaps by dyeing the curtains, draperies, cushion covers or rugs.
3. Carry out at home the plans for the color scheme made in class.
4. Select from magazines, pieces of bed-room furniture of good design. Mount these and tell why they are good.
5. Study the design and color of the various pieces of furniture in my room and make any possible changes which will improve them.
6. Draw a simple floor plan of my room and decide upon the location of the various pieces of furniture.
7. Measure the window frames and draw them to a scale. Then plan the curtains and make them, using either the old curtains or materials which I have dyed, or other materials.
8. Select from the pictures I have those which I can use and plan for others to be added later.
9. Hang the pictures.
10. Arrange the furniture and hang the curtains.

Problem: Mother says that my room is to be repapered and repainted and that I may buy new curtains and cushion covers and at least one new piece of furniture. What should I know in order to be able to make my room both attractive and comfortable by using part of the furnishings which I now have and purchasing such furnishings as I may need?

1. Plan and work out with my teacher a suitable color scheme for my room keeping in mind its size, lighting, and location.
2. Select from the wall-paper books, which my teacher has brought from the store, the samples of wall-paper suitable for my bed-room or select them from the samples which I myself have brought to class.
3. Mount the samples selected giving the reasons for my choice.
4. Select the color for the woodwork and the floor.
5. Measure the window frames and draw them to a scale. Then plan the spacing for the curtains and calculate the amount of material I shall need.
6. Go with mother to select and purchase the wall-paper and the materials for curtains and cushion covers and other furnishings which are necessary.
7. Make the curtains and cushion covers for my room so as to have them finished by the time the room is repainted and repapered.
8. Draw a simple floor plan of my room and show the location of the doors and windows and the position of the bed, dresser, chairs, and other pieces of furniture.
9. Rearrange the furniture and hang the curtains.
10. Select from the pictures I now have those which I wish to use in my room and plan for others to be added later.
11. Hang the pictures.

Problem: Mother wants me to help her make our living room more useful, more comfortable and more attractive. How can I be of the most help to her?

1. Plan with the help of my teacher and mother a suitable color scheme for our living room keeping in mind its size, location, and exposure.
2. Bring to class samples of wall paper and select from them those suitable for our living room.
3. Plan the curtains and draperies.
4. Select from magazines, pieces of furniture of good lines and suitable for our living room. Trace these or cut them out and mount them and tell why they are good.
5. List the old pieces of furniture which we can use.
6. List the pieces of furniture which we shall have to buy.
7. Go with father and mother when they buy the new furnishings.
8. Arrange the furniture in the room, keeping in mind the convenience and comfort of the members of the family and also the art principles which I have learned in class.
9. Select and hang the pictures.
10. Make a lamp shade.

Selecting the house

Problem: The house in which we live has been sold. It will, therefore, be necessary for us to move into another house or into an apartment. What factors should we consider in deciding where we are going to live?

1. List and study the factors which will affect the selection of the location of a home for our family. We must consider the sanitary and hygienic conditions of the location, the water supply and sewerage disposal, the heating and lighting systems, as well as the convenience to father's work and to our school.
2. List and study the factors which should affect the selection of the dwelling place itself. We must decide upon the amount of money we can spend for shelter on the basis of our income; the number of rooms we shall need; whether we should rent an apartment or a house, buy a house, or build a house.

Problem: If we are going to rent a house or an apartment, what will we need to consider in making our choice?

1. List and study the essentials which we shall wish to keep in mind in choosing the house or apartments which we wish to rent. We must consider the number of rooms, the lighting, heating, ventilating of each room, the porch space, the storage spaces, the location and condition of the stationary equipment, the possibility of having necessary repairs made, the length of terms of the lease, and other important essentials.

Problem: If we are going to buy a house it will be necessary to give more careful consideration to the choice of it than will be necessary if we are going to rent it. How shall we be able to secure the best house possible for the amount of money we have to spend?

1. List and study the essentials which we shall wish to keep in mind in our choice of a house which we wish to buy. We shall wish to consider the size and number of the rooms, the lighting, ventilating and heating of each room, the porch space, the cellar, the attic, the closet and cupboard space, the color and finish of the floors and woodwork, the location and condition of the stationary equipment and the cost of the necessary repairs.

Planning the house

Problem: If we are going to build our house we shall have a choice in regard to the number of rooms and their size and arrangement; and we can also make better provision for the comfort and convenience of each member of the family. What should I know in order to be able to help in planning our house?

1. Visit several houses or apartments that are in the process of construction.
2. Select from magazines, books and catalogues pictures of types of houses our family can afford. Mount these attractively on card board so that they will remain in good condition while the members of my family are studying them.
3. Trace or cut out or construct and mount a plan of the first floor; of the second floor.
4. Using the same space rearrange the rooms.
5. Draw a simple floor plan of the kitchen showing the location of the water and drain pipes, the height of the sink, the location of the flue, the location of the stove, the work table, pieces of necessary furniture.
6. Draw a simple floor plan of the living room showing its exposure and its relation to other parts of the house. This plan should also show the number and the location of the doors and windows and the location of the radiator or register.

C. *The Family.*

Family relationships

Problem: We want our family group to be well and happy, congenial, and helpful to each other. We want each member of our family to be considerate of the wishes of others and courteous always. We want each one to contribute in making our home the best possible place in which to live and grow mentally, physically and morally.

In order that we may understand more fully than we now do just what our homes should mean to us and how important it is that we should be worthy members of our homes, we have decided to do the reading which has been suggested to us and then have discussions in class on such questions as the following:—

1. What is the difference between a house and a home?
2. What is true hospitality?
3. What should be my relationship to my sister; to my brother; to my mother; to my father?
4. Is there a just proportion of the income that can be allotted to each member of my family?
5. Should I expect more than my share of the family income?
6. Should I expect to do less than my share of the household tasks?

Problem: If our home life is to reflect right relationships, a helpful and willing cooperation will be necessary on the part of each member of the family. How can I share more fully in worthy home membership?

1. Without being asked to do it,—fill the water glasses at the table; wash the dishes and tidy the kitchen when mother has had a hard day; prepare a tray for mother's breakfast when she is not well.

2. Be on the alert to find additional ways of participating in a helpful cooperation in our family life.
3. Make a list of these, carry them out at home and report on them in class.

Health of the family

Problem: How can I help to keep our family well and happy?

1. List and study the factors influencing health.
These should include:—
 - a. Personal cleanliness.
 - b. Home and community hygiene.
 - c. Rest and recreation.
 - d. Food habits.
 - e. Physical fitness.
 - f. Right thinking.
 - g. Right attitudes.
2. Plan a definite health program for myself and carry it out faithfully.
3. Learn how to prevent colds and how to guard against other diseases.
4. Work out a definite plan for spending the twenty-four hours of the day. Include in this plan the amount of time to be spent in:—
 - a. Sleeping and resting.
 - b. Working for others.
 - c. Working for myself.
 - d. Pleasure and recreation.
 - e. Dressing, bathing, etc.
 - f. Eating my meals.
5. Apply what I have learned in keeping well myself, in helping to keep the other members of my family well.

Community relationships

Problem: How can I help to make our home a desirable part of the community in which we live?

1. Keep the yard and walk clean and free from papers.
2. Consider the comfort and wishes of our neighbors in regard to noise and confusion.
3. Keep the window shades and curtains adjusted and the porches neat and clean.
4. Be thoughtful and considerate of the older people in our community.
5. Keep the garbage can covered and the back yard free from refuse.

Emergencies and first aid

Problem: Emergency situations are likely to arise at any time. What should I know in order to be able to act quickly and intelligently if some emergencies were to arise?

1. Prepare a plan of procedure in case of a fire in the home; in the school.
2. Find out the best method of calling a doctor in case of a serious accident or sudden illness.
3. Organize a plan of procedure for meeting other household emergencies which a girl of my age should be able to meet intelligently.

Problem: What should I know in order to be able to give first aid treatment in cases of fainting, cuts, bruises, burns, fractures, poisoning, etc.?

1. List the types of injuries which are likely to occur and study carefully the best methods of treatment for each type.
2. Make a list of medicines, materials, and equipment which should be a part of a first aid kit.
3. Practice bandaging.
4. Take charge of the first aid room at school for a definite period of time.
5. Select the supplies which should be a part of every home medicine cabinet.
6. Learn to remove a cinder from the eye.
7. Learn how to start artificial respiration.

Child care and training

(See additional problems under Foods and Clothing.)

Problem: What should I know in order to help take care of the children in our family?

1. Visit a day nursery and see how the children there are cared for.
2. Direct the play of my little brother and sister for two hours each day for one week.
3. Read to my little brother and sister their bedtime stories for three successive evenings.
4. Help my younger brother and sister to select books from the library.
5. Take complete care of my baby sister for at least five half-days. This care will include feeding, bathing and dressing.
6. Plan the food for my three year old brother for a period of at least one week.
7. Visit a dairy farm and find out how the milk is cared for.
8. Care for the milk at home.

Home care of the sick

(See additional problems under Foods.)

Problem: In case of illness in our family I should wish to do my share in making and keeping the patient comfortable. What should I know in order to be able to do this?

1. Practice in school and at home making of a bed for a patient.

2. Learn how to change the sheets and pillow cases with the patient in bed.
3. Learn how to arrange an attractive tray.
4. Learn how to comb the hair of a patient.
5. Learn to care for and fill the hot water bottle and the ice cap.
6. Learn to take temperature.
7. Make a list of the things I can do to add cheer and comfort to the sick room. This may include:—
 - a. Arranging fresh flowers from our garden each morning.
 - b. Reading aloud to the patient.
 - c. Selecting books and magazines for the patient to read.
 - d. Supplying fresh water.
 - e. Ventilating the room.
 - f. Adjusting the shades.
 - g. Changing the pillows.
 - h. Saving steps for mother or the nurse.
8. Organize a plan for regularly carrying out as many of these as possible.

II. FOOD

A. *Meal Planning, Selection, Purchase, Preparation and Service.*

Breakfasts

Problem: I have already listed the things that I have done in my home in the foods line of work. I should like to assume further responsibility at times in preparing and serving a simple, attractive, wholesome, inexpensive breakfast for my family. What must I do in order to learn how to do this?

1. List the breakfast dishes commonly served at home indicating those that take a short time to prepare, and those that take a long time to prepare.
2. Prepare and serve types of simple, single dishes such as dried and fresh fruits, cereals, eggs, breads, beverages, before attempting to prepare entire breakfasts; wash the dishes.
3. List dishes that will make a simple breakfast; those that will make a more elaborate breakfast.
4. Assist in preparing and serving a simple, attractive, wholesome, inexpensive breakfast in school. List and study cost of food as purchased.
5. In order to gain skill and technique in preparing a breakfast,—prepare breakfast on Saturday or Sunday mornings at home for all members of the family who do not require special foods prepared for them.

Food care

Problem: There is a general daily care of food to be observed to prevent waste of food in our home and at school. What can I do in order to take adequate care of incoming supplies and of foods "left-over" from the table?

1. Receive the incoming school supplies, put them away in suitable containers as they come from the market.
2. After meals, remove left-over food to clean dishes, cover and put in proper storage spaces.
3. Take the responsibility of this work in my home.

Problem: Specific care of food containers needs to be given to insure a non-waste of food and to maintain sanitary conditions. What care of this nature can I give?

1. Take necessary daily and weekly care of such food containers as—the refrigerator, bread box, window box, etc.

Problem: In preparing foods for the table, food-refuse accumulates. How can I take care of this phase of work most efficiently and in the most sanitary way?

1. Select the type of food-refuse container best adapted to the conditions in the laboratory; in the home.
2. Plan the best methods of handling refuse under specific conditions.
3. Plan for and take care of the removal of food refuse in the school kitchen in the most efficient way possible; in my home.

Lunches and suppers

Problem: Many of us bring our lunches to school. How can we in school, supplement what we bring by at least one hot dish or other type dishes so that we may not need to eat a cold lunch day after day?

1. List what we bring in our lunches.
2. Prepare soups, beverages or other simple and adequate hot dishes to supplement our lunches.
3. Plan for and prepare in school other dishes, such as salads which can supplement our lunches during the warm months.

Problem: My father also carries his lunch. I should like to know different kinds of suitable dishes in order to provide a more wholesome and a more pleasing variety of lunches for both of us. How shall I go about it to acquire the knowledge and skill which I need?

1. Prepare, in school, lunches consisting of various type dishes such as sandwiches of various kinds,—rich in protein, salad, sweet or dessert; fruit,—fresh, stewed, canned, jelly; eggs; nuts; cake; cookies; custards; gelatins; beverages and soups (use of thermos bottle).
2. Prepare menus for school lunches for a period of two weeks.
3. List changes that should be made in these menus in making them satisfying for my father.

Problem: Now that I can plan a more pleasing variety of lunch dishes, and have listed a varied group of lunchbox menus, how can I learn to prepare and pack lunches for myself and my father?

1. List types of containers available in our community and prices, stating the daily care the containers need.
2. Prepare and pack in school several lunches which can be sold to some of the pupils.
3. Prepare and pack at home my own lunch for a week.
4. Prepare and pack father's or brother's lunches for at least five days.

Problem: During Saturdays or during the summer some of us in the class work have to buy our lunches for a limited amount of money. How can we gain experience in selecting foods that will give us wholesome, adequate lunches at a minimum cost?

1. List types of eating places.
 - a. Where prices include cost of service and attractive surroundings.
 - b. Less expensive, self-service places.
2. Bring type menu cards to class.
3. Calculate the costs of various type dishes on the card, on the basis of the "food essentials" represented, and compare results.
4. Make a list of a variety of simple lunches that will come within the amount of money that can be spent.

Problem. We want to invite some of our teachers to lunch. How can we learn to prepare and serve to them a simple, attractive, wholesome, inexpensive lunch that will be suitable for them?

1. List the type dishes that are suitable for lunch for adults.
2. List the ways of serving in general use in my home; other homes.
3. Organize a plan of work, list cost of food as purchased, prepare and serve single, simple type dishes such as: cream soups, vegetables, left-overs, meat substitutes and extenders, salads, breads, desserts, beverages.
4. Plan menus for lunches suitable for winter and summer.
5. Go to market with the teacher to study her methods when she does the marketing.
6. Plan, help with the marketing, prepare, and serve a simple attractive, wholesome lunch to four of our teachers.
 - a. Organize the work.
 - b. Calculate the cost.
 - c. Record the time it takes each of us.
7. Prepare the family lunch on four successive Saturdays.

Problem: Sometimes it is necessary for me to prepare the family supper, wash the dishes, and finish in time to prepare my lessons before going to bed at 9:30. We have learned what and how to

prepare dishes for lunch. What other dishes are suitable for supper and are there any short-cuts in providing a simple but well-balanced supper?

1. Make a list of ways to use left-overs.
2. Prepare left-over dishes of cereals, meat and vegetables (scalloped dishes and salads) dessert from left-over cake.
3. Collect good recipes that will popularize the use of left-overs at home because of their palatability.
4. List type one-dish meals.
5. Plan and prepare a one-dish meal in school.
6. Plan and prepare a one-dish supper at home.
7. Plan a Sunday evening supper that may be prepared in advance with preparation at meal time.

Dinners

Problem: I should like to be able to plan, select, prepare, and serve a simple, attractive, wholesome dinner. How can I learn to do it all by myself?

1. Plan menus suitable for dinner, with desirable food groups represented.
 - a. A meatless dinner
 - b. A vegetable dinner
 - c. An old "New England boiled" dinner
 - d. A one-course dinner
 - e. A two-course dinner
 - f. A three-course dinner
 - g. Meals representative of national groups
2. Plan, purchase, organize the work for, prepare, and serve:— simple type dinner dishes consisting of soups, meats, fish, vegetable, meat and vegetable combinations, salads, breads, desserts, beverages.

List the costs and time it takes to prepare the dishes and to finish the work after serving.

3. Go to market with my teacher.
4. Go to market with mother on Saturdays.
5. Select and purchase some of the home food supplies on Saturdays.
6. Help with the planning, purchasing, preparation and serving of dinners at home.
7. Help with caring for left-over food and washing dishes.
8. Plan, purchase, prepare and serve a simple, attractive Sunday dinner.

Social occasions

Problem: We should like to gain more experience in planning, preparing for and carrying on activities involved in home and community social life. What can we do to learn to prepare for and to help direct special, social occasions in home, school, and community?

1. List the simple table and room decorations and additional

- things we would do to add to the pleasure and attractiveness of special occasions.
2. Bring to school-magazine illustrations and articles describing demonstrations and exhibits in foods, that have been conducted.
 3. Plan food demonstrations or exhibits for local and county fairs, for community days, for store windows.
 4. Plan a birthday meal or party.
 5. Plan the refreshments, organize the work and direct a school tea party for our mothers.
 6. Plan and direct a school or class picnic.
 7. Plan and prepare a dinner or lunch for guests of the school.

Food for infants and children

Problem: What should I know about and be able to do, in helping in the home with the food preparation for my baby sister and small brothers?

1. Take care of milk, clean the bottles, and take care of any other utensils needed in bottle-feeding.
2. Pasteurize milk by a "home" method.
3. Modify milk.
4. Study ways to disguise milk and prepare type dishes of foods for children.
5. Visit the day nursery in the community and find out how the babies there are cared for and fed.
6. Visit a diet kitchen.
7. List the rules for feeding a baby for the first year; the first three months; the first seven months.
8. Plan menus and prepare meals for children of pre-school age; seven months old baby; one year old baby; two year old child; five year old child.

Problem: My little brother does not eat certain vegetables that my mother thinks he ought to eat because they contain mineral salts. Can I learn to do anything for him that will help him overcome his dislike in order that he may get the foods he needs for a normal growth?

1. Make a table listing all vegetables valuable for their mineral salts indicating a variety of ways to prepare each one. Indicate attractive ways to serve them in appealing to the child mind.
2. Plan menus for a week for the children in my family.
3. Prepare and serve the food for the children in my family.

Problem: In preparing meals at home my mother has to include both the preparation of foods suitable for small children in our family and for adults. How can I learn to prepare meals like these in order to do it when emergencies arise and I have to do it at home for a day or so alone?

1. Plan menus for the children; then for the adults including in their menus any foods for the children that can be varied or amounts increased.

Modifications of meals to meet abnormal conditions of health

Problem: Few families are so fortunate as to entirely escape illness. When there is sickness in the home there is special care to be given the sick member of the family and there is more work to be done. What responsibility can a girl of my age safely shoulder in preparing food and serving it in such emergencies?

1. Make a list of important factors to be considered in providing satisfactory food or meals for a sick person.
2. Make a list of additional factors to be considered in safeguarding the health of the well members of the family during the illness of one of the members who has a communicable disease.
3. List the rules to be observed in arranging an invalid's tray; for my younger sister; for my father; for my grandmother.
4. Plan the menus, prepare, arrange and serve, a simple attractive tray for a patient on a liquid diet; on a soft diet; on a light or convalescent diet.

Problem: I think that it would be nicer to prepare at school a nice tray for a sick person for his pleasure than to prepare it and eat the food myself. There are several people sick in our school neighborhood. How could we send trays to them in a satisfactory way?

1. Plan, prepare the food, plan devices to keep the food hot and send a tray to a sick child in the school neighborhood; to a school mate; to the father or mother of a school mate.

Problem: In some of our homes there are members of the family who must have special diets prepared for them. How can I learn to carefully prepare some type dishes that may appeal to them in a new way?

1. List some of the most common "diet disease" that members of my family have had.
2. Study the type dietaries for a person with a case of constipation, listing the foods that should be used freely and those foods that should be avoided in preventing or overcoming constipation.
3. Plan a breakfast, a lunch, a dinner, for a girl of my age with a case of constipation; for a child of five.
4. Make lists of the foods that I can prepare for a patient with tuberculosis, and of the things that I must do in serving, and in the care to be observed afterwards to prevent spread of the disease.
5. With the help of my teacher plan the assistance I can give at home in helping to select, prepare, and serve the evening meal to someone who is ill in our family.

B. Food Care, Preservation and Storage.

Preservation

Problem: It is so important that fruits and vegetables be plentiful in the daily diet all the year round, and my mother recognizes this. The preserving seasons are busy times for her. How can I learn to be of help in "putting up" fruit and vegetables that we can buy cheaply in season in the market, or in utilizing a surplus supply from our farm or garden?

1. Study and discuss principles underlying the preservation of fruit, and simple methods of preservation.

Problem: I have heard mother and her friends discuss different methods of canning fruit in relation to keeping qualities. How can I learn to can fruit by a simple method, and to insure their keeping qualities?

1. Select the fruit, method of canning, type jars, rubbers and utensils necessary for successful canning.
2. Can fruit observing carefully the rules governing successful canning by the method chosen.
3. Store the fruit under the proper storage conditions necessary for safe keeping.

Problem: There is a canning factory in our community. How can we proceed to find out what work that is done in such a plant would be helpful to us in our work of food preservation?

1. Visit a canning factory with definite objectives in mind such as observing the organization of the work; care and speed with which employees work; care in selecting and grading raw products; habits of cleanliness; pure food regulations observed; value of utilizing everything,—non-waste of materials.
2. Collect data and compare commercially canned products with home canned as to cost, food value, quality, appearance.

Problem: We use a great deal of jelly in our home. I tried to make jelly once, but it would not "jell." How can I learn to make jelly of the right consistency?

1. Study such points as the relation of pectin to jelly making; the selection of fruit; selection and care of containers; proportions of sugar to juice; steps in the process of jelly making testing.
2. Select fruit in season; select the glasses or containers and take the necessary care of them; make the jelly.
3. Make a half-dozen glasses of jelly at home of the same kind made in school.

Problem: We have learned how to make jelly doing all the work at one time. How can jelly-making be carried on safely by dividing the process in order to take less time during the busy canning season and to save the storage space of so many small glasses of jelly?

1. Make fruit juice and store it, in jars or bottles for making jelly at a later time where there is more time available.

Problem: Tomatoes are plentiful and cheap. We would like to can some for the school cafeteria in order that they may have some home-made products. There is a large amount to can and we want to learn the simplest method of preserving them.

1. Can tomatoes, open-kettle method.

Problem: Most of our mothers use the cold-pack method of canning green beans but some people say it is not always a safe method to use. Shall we can our beans by the cold-pack or intermittent method?

1. Study and discuss conditions under which it is safe to use the cold-pack method.
2. Can beans by cold-pack method or intermittent method according to the prevalent conditions that control the choice of a safe method.

Problem: Dried corn is liked in our home better than canned corn. I should like to learn how to dry it and other vegetables or fruit by a simple economical home method and how to store such dried foods under proper conditions to prevent spoilage by insects.

1. Dry corn by the method suitable to the condition encountered in the school or homes as to type stoves and fuels used and simple devices available; store the dried food under proper conditions.
2. Dry other vegetables or fruit.

Problem: What can I do in order to gain skill and experience in preserving food and in order to take my share of responsibility in seeing that as much food as possible is canned or dried or preserved by other methods so as to prevent waste in our home and community.

1. List and study the variety of ways to preserve and utilize a surplus of some specific food supply that occurs in our home; in our community.
2. Can or preserve at home the products that are the output of my "school garden" project.
3. Can any surplus products in the home "school garden" which another member of my family may be keeping up.

4. Demonstrate and give talks on canning or drying vegetables and fruit to "school garden" classes.
5. Organize "canning groups" for the summer months.
6. Help calculate the amount, and help to "put-up" the fruit and vegetables needed in our home for the year.
7. "Put-up" fruit and vegetables for sale at community or county fairs.

Food storage

Problem: It is essential to store food properly both at home and at school in order to avoid waste through spoilage. With the opening of school, the school board has purchased supplies in quantity for our cookery work. How are we going to store them properly to prevent spoilage?

1. Study and list the kinds of storage spaces available in the school suitable for food supplies including home canned goods; also, make a list of the food supplies to be stored.
2. Designate the suitable storage spaces, for the various types of supplies.
3. Select suitable available containers and devise uniform schemes of labeling wherever necessary.
4. Store the staple and perishable supplies and canned goods under the proper conditions necessary to insure keeping qualities.
5. Discuss with my mother the possibility of my taking the responsibility, some Saturday morning at a time when the shelves must be cleaned, of rearranging things on the shelves and other spaces used for storing, and of carrying the activity through to completion.

Problem: Each member of your class has a responsibility in knowing where each type of food is stored and in seeing that it is stored where it belongs. What must I do to meet my responsibility with respect to this?

1. Make a diagram of the storage spaces or a list that will help me learn the assigned places, or use any other device that will help me.
2. Place supplies away in proper condition as a part of my housekeeping duties in cooperating with other members of the class.

Problem: At home we have a greater variety and a greater quantity of foods to store and for a longer time than we have in school. Can I learn additional safe ways to store food?

1. List the foods we have in our home that we store in quantity to last over a week; that we store in quantity to last several weeks; to last over a whole season; to last at least a year.

2. List methods that are used in my home in storing a surplus supply of perishable foods such as fresh vegetables, fruit, meat and eggs for winter use, and the care that must be given during the storage period.
3. Visit, if possible, homes in the community where they have special methods of storing a fresh food supply in cellars, earth-storage pits, or storage houses.
4. Assist in storing and caring for any home supply of food that is stored in my home.

Problem: We do not buy any perishable food in a large enough quantity to store over a season, but my father says it is economical to do so. How can I find out when it is economical and what foods it is advantageous to buy in large quantity?

1. Study and list the factors that determine when and what it is advantageous to buy in large quantity.
2. With the assistance of my father and teacher plan to purchase, store, and take care of a supply of food that it would be advantageous for my family to buy in large quantity to utilize over a long period of time.

C. *Food Industries*

Sources of common foods

Problem: In order for me to have an intelligent understanding of foods I should know where they come from. How can I proceed to find out what the sources of our common food are?

1. List the foods in our home pantry that are produced within our own farm or home; list those that have been secured outside the farm or home.
2. By means of reference reading, and study, make lists of the representative foods in common use in our home and school; classify them according to market groupings; list the source of each food. As new foods are introduced in our course include them and their sources on our list.

Local industries

Problem: We have some food industry plants in our community. Can we not through them learn something of interest and value to us?

1. Visit representative local food plants with definite things in mind to find out, such as the general importance of the industry; of its value to the community, to me; of the good conditions under which the employees work; of the poor conditions under which they work. Determine whether it makes any difference in our community life as to whether the working conditions in these industries are good or poor.

2. Visit markets, keeping in mind definite things to note such as, the organization of the market; variety of classes of foods procurable; local food supplies available; sanitary conditions; local regulations in regard to markets.
3. Study the methods employed by "hucksters" in doing business; of the costs and values of their food supplies.
4. Visit a well organized farm.

Industrial processes and their relation to cost of food

Problem: We have found that while many foods come from the farm or garden to the kitchen ready for use, many foods need to be manufactured into usable form. We have also found that every person is dependent upon the work of others for his food supply. To what extent is this true? Of what value is it that I should know this?

1. In order to gain an understanding of the significance of industrial processes and their relation to our food supply we need to read some of the reference books and pamphlets our teacher has placed on our reference table for our use. We wish to get information for group discussions concerning such questions as the following in which we are interested:—

What industries are represented in the foods that make up our daily food supply?

What are some of the typical manufacturing processes involved in some of the industries that interest me?

What factors enter into the cost of the food products?

What industries are represented in the type foods that are on our pantry shelves?

Does it mean anything to me that producers should have a fair price for their products?

Transportation and distribution

Problem: We have learned that transportation has a decided effect upon the cost of food. How do transportation facilities affect the food supply of our family at any given time?

1. Make a table listing the names of the staple foods and the places at which they have been manufactured as indicated on the labels of commercially prepared packages, cans, and boxes of food on our family pantry shelf; list also the perishable foods not produced in the community placed in your pantry or laboratory. What transportation facilities are involved in having these foods reach our pantry?
2. List the name of any food supply that is shipped from our community to another, and study the value of this to our community. Of what importance to my family are transportation facilities in getting a surplus food supply from one place to another where there is an inadequate supply?

Laws for protection

Problem: I have learned how dependent upon others we all are for our food supply and how many people handle the food in its production, manufacture, transportation and distribution. How can I learn what has been done and what additional steps should be taken to see that our food reaches our home in good condition?

1. Visit our local office of the Board of Health or send for literature concerning:—
 - a. The laws that have been enacted to protect my family in making our daily food supply safe for our use.
 - b. Local regulations in regard to displaying such foods as candy, baked products, and moist foods to avoid being exposed to dust with its inherent danger. Should any additional regulations be made? If so, how could I help to bring them about?
 - c. The types of inspection of food supplies such as inspection of meat, fish, and milk, that my local community conducts. How does this inspection touch my interests? How has this protection been made possible?

III. CLOTHING

A. *Selection and Purchase of Ready-made Articles and Garments.*

Problem: Our class has decided to spend several weeks in studying clothing problems. What articles or garments should go to make up my personal wardrobe?

1. Organize a list of those that now make up my wardrobe, indicating those that were necessary and those that were desirable but optional.
2. Organize a list of the articles which I will need during the coming year. In doing this it will first be necessary for mother and me to decide which of the articles that I now possess are in good condition and which can be put in good condition.

Problem: Some of these articles which I will need are to be purchased ready-made, some made to order, and others to be constructed at home. It is to be my responsibility to purchase some of the smaller articles which I will need. How shall I proceed in a business-like manner in the purchasing of these articles.

1. Make a careful study of clothing budgets.
2. Prepare a personal clothing budget.
3. Prepare a plan for purchasing articles at different seasons or periods of the year.
4. List those which I feel I should like to purchase by myself, and those which I should like to purchase with the help of my teacher and mother.

5. Select and purchase handkerchiefs, hair ribbons, rubbers or overshoes, stockings, shoes, gloves.

Problem: My youngest brother is four years old. He is in need of some new summer suits and mother says that I may have an opportunity to help her purchase the clothing which he needs. How can I prepare myself and what must I know in order to be of the greatest service to her?

1. Make a careful study of the various materials that are used for making boys' summer suits.
2. Examine the fashion books that are in the school room and those we have at home so that I will know what styles of suits would be appropriate for my brother to wear for various occasions.
3. Visit the local stores in which mother and I shall probably look for suits for Bobby; note in what part of the stores boys' suits are for sale; examine the garments that are on display to see how and of what they are made.
4. Discuss with my teacher and mother the "findings" of my trip to the stores.
5. Accompany mother on her shopping trip giving her all of the assistance that I can in purchasing the suits for Bobby.

Problem: When I purchased my handkerchiefs, stockings, gloves and several other small articles, mother seemed well pleased with the selections which I made and she says that I may select and purchase three suits of knitted underwear and three of muslin underwear which I need. Several of my classmates are going to purchase the same kinds of garments and our teacher says we may work together on this problem. What must we know in order to make intelligent purchases?

1. Visit the local stores to secure the names of standard brands of misses' underwear that are for sale in our community.
2. Examine the suits of underwear that are now in my wardrobe and discuss with mother the good and bad points of these ready-to-wear garments.
3. Collect all of the information and gain all of the knowledge that I can in regard to the problem we are to solve so that I can contribute to the interesting discussion that my classmates and I are to have on Friday afternoon of this week.
4. Have mother accompany me on Saturday when I make my purchases.

Problem: There are three of us in the class that are in need of new shoes. Our parents are interested in our purchasing two pairs at one time and wearing the pairs alternately and giving them good care to see whether this will add to the length of period of service of both pairs. What shall we do in order to carry on this experiment?

1. Each pupil that is to work on this problem purchases two pairs of shoes of the kind and price that we usually had.
2. Determine the length of time we have usually worn a pair of shoes of this kind.
3. Wear each pair on alternate days, and record the date on which we begin wearing each pair.
4. Place shoe-trees in each pair when they are taken off at night and leave them there until it is time to wear the shoes again.
5. Brush and polish the shoes regularly and wear rubbers or overshoes on stormy days.
6. Keep a record of essential points concerning the wear of the shoes and the length of their period of service.

Problem: Later in the year several of us in the class will need to purchase some woolen school dresses. We have decided to determine first what we would consider the characteristics of well made woolen school dresses. How shall we go about solving this problem?

1. Examine the woolen dresses we now have, observe the way they are constructed, the parts that are worn and repaired, the kinds and qualities of materials used, the design and color, and other important points.
2. Discuss this problem with my mother and other people whom I feel may be able to make some valuable contribution to our study.
3. Distribute the reading materials our teacher has placed at our disposal so that each of us will read different articles and collect from all possible sources all of the data that we can.
4. Examine the ready-made garments that several of the stores of our community have kindly loaned to our teacher for our study.
5. Write out what to us seem to be the characteristics of well made woolen school dresses.
6. Have a group discussion of this problem.

Problem: Now that we know the characteristics of well made school dresses, how shall we intelligently purchase the school dresses which we need?

1. Visit the local stores in which we saw the dresses which we liked.
2. Examine the dresses carefully to see that they are what we would consider well made.
3. Select those which I desire to consider for myself, and try them on to see whether they are becoming to me in line, design, color, etc.
4. Select and purchase the one or ones that I feel are suitable to me.

B. *Care, Repair, Renovation and Remodeling of Articles and Garments.*

Care and repair

Problem: How can I lengthen the period of usefulness of articles and garments that are worn by myself daily?

1. Organize a plan which I can carry out in establishing the habit of systematically airing, brushing and putting away those articles which I wear daily and which need such care; of polishing my shoes when they need it and caring for them properly when not in use; of keeping all buttons, hooks and eyes, and other fastenings carefully sewed on.
2. Darn four pairs of stockings, two for myself, one for the baby, and one for grandmother.
3. Patch two kitchen aprons; two muslin undergarments; two childrens' dresses.
4. Sew up rips in several of my personal belongings; in father's suit coat; in mother's dress.
5. Plan for assuming a definite share of the responsibility of the household in repairing articles, and organize my plan so that my field of activity will be varied.

Laundering

Problem: We live very close to a large pipe bending works. When I play around the yard after school my clothes become very soiled. How can I help in laundering my clothing?

1. I will first help mother in putting the clothing to soak; in preparing the bluing water; in rinsing various pieces; in sorting the clothing for starching; in sprinkling the clothing preparatory to ironing; and in ironing some of the more simple articles.
2. Make a study of various kinds, uses, and the effects of soaps, soap powders, bluing, and starches.
3. Prepare the soap solution for putting the clothing to soak.
4. Make the starch.
5. Put a new cover on the ironing board.
6. Set the color in two new gingham dresses.
7. Launder several pieces of underwear, and two of my aprons or house dresses.
8. Launder a knitted woolen garment.

Problem: There are several of us in the class that have baby brothers and sisters. Our mothers spent a great deal of time in laundering clothing for the baby. What can we do in order to assume a share of this work and thereby relieve her?

1. Study the various methods and materials used in laundering cotton and woolen materials.
2. Launder in school one or more pieces of the baby's clothing that require careful handling.

3. Organize a working plan, and assume the responsibility of regularly laundering a definite portion of baby's clothing for the next month.

Removal of spots and stains

Problem: During the serving of the school lunch the other day, a cup of hot chocolate was accidentally spilled on one of my classmate's gingham dresses. By acting quickly my teacher and classmates were able to entirely remove the stain. How can I be prepared to meet emergencies such as this one?

1. Send to the United States Government, Department of Agriculture for Farmer's Bulletin No. 861, "The Removal of Stains from Clothing and Other Textiles," by H. B. Long.
2. List the kinds of spots and stains which at different times have been made on my clothing.
3. List the kinds of materials on which these spots were made.
4. Make a study of the kinds of reagents used for removing spots and stains.
5. Remove from various articles of clothing, ink spots, grass stains, rust spots, fresh paint and other stains.

Dry cleaning

Problem: We live in a small town where there is no dry cleaning establishment. How can we learn to effectively dry clean articles and garments in the home?

1. Study the various kinds of cleansing reagents that are used in dry cleaning different articles and garments.
2. Study the various methods that can be employed in dry cleaning.
3. Organize a plan for dry cleaning several pieces.
4. Assemble the materials needed and dry clean the articles selected for cleaning.

Storage

Problem: I desire to assume the responsibility of storing for the summer the woolen clothing and furs belonging to our family. What must I do to learn how to do this and be assured of good results?

1. List the articles and garments to be stored.
2. List the types of containers such as bags, boxes, cupboards, etc., that can be used for summer storage; list those that are now or could be made available in our house.
3. Study the various methods that can be employed in storing articles and garments during the summer.
4. List the various materials such as moth balls, tobacco leaves, cedar shavings, etc., that may be used and the approximate cost of using each type. Ascertain which types are procurable in our community.

5. Organize a working plan for myself and store the articles and garments that are in our house and that need to be protected from dust and pests during the summer season.

Remodeling

Problem: Mother has asked me to help her solve a problem. My father and two older brothers have quite a number of shirts which are worn so badly where the stiff collars rub them that they can no longer be reinforced. The remaining parts of the shirts are in good condition. How and for what can the materials in these shirts be used?

1. Discuss this problem with my grandmother and with others whom I feel may have some contributions to make.
2. Carefully read and study the books and pamphlets and magazines which contain discussions bearing on this problem and which my teacher has placed at my disposal.
3. Find other source material.
4. Organize a plan for making good use of all the materials in the shirts. This will include cutting off the buttons, and carefully ripping off the collar bands for use on other shirts. It will also include the list of aprons, children's dresses, suits and other articles and garments which can be made from the materials in the shirts.

Problem: My Aunt Martha has sent mother several of her partly worn out dresses in the hope that they can be made over into clothing for some of the children in our family. Among these is a wool serge dress which mother has given to me to make into a dress for myself. How can I make of this a serviceable and attractive garment for school wear?

1. Carefully rip the garment apart, since my aunt is very much larger than I am, and none of the various parts of the garment could be used just as they are.
2. Clean and press all of the pieces that are to be used.
3. With reference to the number, size and shape of the pieces of materials available, select a pattern that can be economically used in making a dress that will be becoming to me.
4. Cut out and construct the dress.

C. *Selection and Purchase of Materials, Planning and Construction of Articles and Garments*

Selecting designs

Problem: Now that we have learned how to select and purchase some of our ready made garments, and to remodel and keep in good repair some of the clothing which we have, we have decided that we should like to learn to construct from new materials some

of the garments which we need. In beginning this new phase of work what must we know about choosing designs for garments with reference to the use that is to be made of them?

1. Select several type garments for study, all of which will wash, such as a dress for school wear, for camp life, for house-work, for evening wear.
2. Study and discuss the essential points of difference in design that should be considered in making a dress for each of the above mentioned purposes.

Problem: In constructing our own dresses what must we know about choosing designs with regard to the materials to be used in constructing the garments, as for instance, choosing a design with plaits for a garment to be made of serge as compared with using this design for a garment to be made of soft silk material or a garment that is to be made of washable material?

1. Collect, from all possible sources, data on the characteristics of various materials used for making dresses.
2. Study the characteristics of the fibres used in making the various materials; of the weave, finish, etc., of the materials.
3. Draw some conclusions that will help me in wisely choosing designs with regard to the materials to be used in making various dresses.

Problem: In discussing some drawings which our teacher has in class today, we realize that a design for a dress may be becoming to one individual and very unbecoming to another. What are the reasons for this?

1. Read and study the pamphlets and other printed material which have bearing on this problem and which our teacher has placed at our disposal.
2. Secure the co-operation of several people who will be willing to have me study the lines of some of the garments which they wear and see if I can determine why they are becoming or unbecoming.
3. Organize a list of the important reasons why a garment is becoming or unbecoming to various individuals.

Construction of clothing

Problem: We have all decided that the first dress we will construct in class will be a house dress patterned after the Hoover Dress. The garment is to be made of blue chambray with white detachable collars and cuffs and it is later to be one of our work dresses in the cookery laboratory. How may we all use this same design in making a practical work dress that will be becoming to each one of us?

1. Make a study of the structural lines of the design and their relation to the contour of my figure.

2. Adapt the lines of the design to make it more suitable to the lines and proportions of my figure.
3. Alter the pattern so as to make it comply with my individual measurements.
4. Compute the amounts of materials necessary for making the garment.
5. Select and purchase the materials.
6. Cut out the garment and organize a plan for constructing it.
7. Construct the garment.

Problem: In order to develop standards for judging the quality of our work and to have a basis for making this judgment, we are going to set up a score card tomorrow during the class period which we can use in scoring our work dresses. How can I prepare myself to participate in the making of this score card and make a valuable contribution in its organization?

1. Make a list of all points that I think should be considered in scoring my work dress.
2. Organize these into a score card which I can take to class for discussion purposes.

Problem: Not far from the school house there are several needy families. In each of these families there is a tiny baby. A local civic association has furnished the materials and our class group is to have the pleasure of making a simple and inexpensive layette for each baby. What articles of clothing should be included in a layette? How and of what materials is each garment to be made? How can I be of real service in the making of these layettes?

1. Secure all of the information possible as to the number and type of articles that may be included in simple layettes.
2. Examine the various types of articles and garments that our mothers have loaned our class group so that we may learn what materials are used in making them, and also how each is made.
3. Examine the layettes that some of the local stores have loaned to our teacher.
4. Decide on what I should like to do in making these layettes, and after discussing the matter with my teacher and other members of my group, make a definite decision of what my contribution is to be.
5. Organize a working plan, and complete my part of the work as quickly and as well as possible.

Problem: When we were all making the same kind of a garment (our work dress) we discovered that some of us were able to complete the constructive processes in a very short time while others of us worked very slowly. We also discovered that some of us were able to do a much better quality of work than others. There was such a great variation in the quality and quantity of

work that we did that we have decided to carry on a little study. How can we make a study of our methods of work such that it will reveal to us how we may improve our standards of accomplishments when constructing garments?

1. Select a type garment which each of us can construct and in so doing make a study of our methods of work. We have decided that this garment will be a gray outing flannel petticoat for the Red Cross Society, because all of the processes will be review processes and we can all use the same material and same sized pattern and thus work under similar conditions.
2. Make a time card which each of us can use in recording the time it takes each pupil to complete each constructive process.
3. Make a score card which each of us can use in scoring each constructive process as it is completed.
4. Construct the garment and while so doing study my methods of work and score them.
5. Aid in a class discussion on good technique in constructing garments and compare time cards and score cards.
6. Draw conclusions that will aid in the developing of good technique.

Problem: Our class has decided to make summer dresses. What material shall we use in constructing a light dress for school and everyday wear?

1. Organize a list of the names of all of the various kinds of materials which we could use in making our dresses.
2. Inform myself as to the kinds of weave, finish, design, width, price and other characteristics of each material.
3. Carry on some simple experiments which will enable me to know of the durability of each material as to wear and laundering, fading and shrinking qualities, and other distinctive characteristics which have bearing on the use of each material for the type of garment which I wish.
4. Organize a list of the kinds of materials which I think I might use for my dress and talk it over with my teacher and my mother.

Problem: When constructing our summer dresses, how can we make a comparison of the cost of these "home-made" dresses and the cost of similar "ready-made" ones?

1. Make a time card on which we can record the actual amount of time it takes each of us to make our dresses.
2. Keep a record of the amount of money spent for all materials used.
3. Set a price on the value of my time and labor, and compute the total cost of the dress when it is made.

4. Secure prices on similar ready made dresses, and secure all of the information and data that I can that will help me in forming my opinions.
5. Make my comparisons, contribute to the class discussion of this problem, and draw conclusions.

D. *Clothing and Textile Industries.*

Problem: The short discussion which we had to-day relative to textile and clothing industries made us realize that practically all of the articles of clothing that we wear are made in some part of our state or country. In order to gain an understanding of clothing problems we have decided we should like to know where some of our clothing comes from. How can we do this?

1. Make a list of various kinds of articles and garments that we wear.
2. Collect from all possible sources all of the information we can as to where these articles of clothing come from.

Problem: The other day several of us learned for the first time that there is a textile mill on the outskirts of our community that manufactures wash silk materials. Our class is very anxious to visit the mill and see how the materials are made. How can I prepare myself so as to get the most out of my trip through the mill?

1. Read as many of the course materials as I can and be informed as to the source and production of silk fibre; how the fibre is prepared for market; how the fibre is spun and woven into materials; and how the materials are marketed.
2. Talk with those whom I feel can contribute valuable help and information in gaining an understanding of this problem.
3. Organize, with the class group and our teacher, a detailed plan for visiting the mill and decide what we expect to gain from our visit through the plant.

Problem: In our trip through the silk mill we learned that there are a great many silk mills in Pennsylvania and that many are located in the section of the state in which I live. Where are these silk mills located and what are the conditions in this section of the state that have contributed to the establishing of so many silk mills?

1. Organize a list of the communities in this county and the neighboring counties in which silk mills are located; and the kinds of materials each manufactures.
2. Through my reading and my discussion with people, list the important factors and influence that have tended to make this section a silk manufacturing center in the state.

Problem: There are many women and girls employed in the silk mills in Pennsylvania. What are the laws governing their working conditions?

1. Organize a list of all of the various state and local agencies that would have information and printed material available to this question.
2. Organize a plan for securing all of the help and information possible in satisfactorily answering this question.
3. Gain an appreciative understanding of the laws which govern the working conditions of women and girls in Pennsylvania.

PROJECTS

The home project is now recognized as a necessary part of a school program in home economics. It is the best means of determining how class instruction is actually functioning in the life of the pupils and reveals the shortcomings of courses of study planned for the most part for instruction in the classroom. Contact with the home enables both teacher and pupil to plan for the actual needs of pupils and affords the opportunity for parents to realize what the school is doing for their children in this field of education.

The Project Defined. A project is a whole-hearted purposeful act carried to completion in a social setting. A home project in home economics indicates a piece of work—a job—which is chosen by a pupil to be carried on in the home for the purpose of acquiring skill and managerial ability. The projects are planned to correlate class instruction in the various phases of home economics.

Home Practice and Home Projects. Home practice is a necessary part of home projects, but is of shorter duration than home projects. Home projects must have management included. For example, home practice would be designated by such activity as "Making Beds, and the General Care of Bed Linen, Covers and Mattresses" to enable the girls to care for their own bed rooms each morning before they come to school. A home project would enable a high school girl, who has many home duties to perform this work for the members of the household each morning as one phase of her home responsibility. She might make time and motion studies of the various operations performed in carrying out this project so that there will be no loss of time or energy, and so that she may skillfully and quickly perform this work in the time allotted for this type of activity in her daily working schedule.

The form outline on *Home Projects in Vocational Home Economics Classes* has been arranged to give assistance to teachers of home economics in organizing and conducting home projects.

HOME PROJECTS IN VOCATIONAL HOME ECONOMICS CLASSES

I. HOME PROJECTS REQUIRED OF ALL VOCATIONAL HOME ECONOMICS PUPILS

Beginning with the school year 1927-28, Home Projects have been a required part of the work of all pupils enrolled in vocational Home Economics classes in High Schools and Vocational Schools. This requirement has been set up in Pennsylvania's State Plan for the next five-year period and has been approved by the Educational Council. Forms will be furnished to each teacher for making an annual report of her project work to the Department of Public Instruction.

II. METHOD OF PROCEDURE IN ORGANIZING HOME PROJECTS

NOTE: Each teacher should procure and study a copy of the following two bulletins: (1) Bulletin No. 71, THE HOME PROJECT, ITS USE IN HOMEMAKING EDUCATION, revised edition, December, 1926, Federal Board for Vocational Education; (2) TEACHING HOME ECONOMICS BY MEANS OF HOME PROJECTS, Jessie W. Harris. Bulletin No. 71 can be secured at a cost of fifteen cents by writing to the Superintendent of Documents, Government Printing Office, Washington, D. C. Miss Harris' bulletin can be secured by writing to the State Board for Vocational Education, Austin, Texas. The cost of this bulletin is twenty cents.

A. Secure the cooperation of the mothers of the girls by one or more of the following means:

1. Personal letter.
2. Informal teas.
3. Parent-Teacher Association Meetings.
4. Social calls.

(Suggestions on pages 66 and 67 of Project Bulletin.)

B. Plan project work with pupils.

1. Projects should be correlated with classroom instruction.
2. Projects should not be too difficult. They should, however, be such as to promote growth and challenge the pupils' best efforts.

3. The length of the project must vary with the age and the ability of the pupil. The suggested minimum amount of time for one project is from twenty to thirty hours.

NOTE: A maximum of one-fifth of the vocational half-day may be used for project work in the home. This time may be distributed or cumulative.

(Suggestions for use of class time on page 41 of Project Bulletin.)

4. Credit for Home Projects. Since home projects are a required part of the vocational program, the amount and quality of the home project work, plus the class-room work, will make up the final mark for each pupil.
5. Evaluation of the Home Project. Each teacher shall develop a plan for estimating the value of home project work in her own classes. Pages 42 and 43 of the Project Bulletin contain suggestive questions which should aid her in formulating her plan and in checking the individual pupils.

III. FORMS FOR REPORTING PROJECTS

Each teacher will need to keep a record of all projects. Suggestions for report forms for pupils and teachers are given in the appendix of the Home Project Bulletin. The Home Project Record Book for Supervised Home Practice Work in Home Economics, compiled by Miss Jessie Harris of Texas, contains valuable suggestions. This may be purchased at a cost of twenty-five cents by writing to the E. L. Steck Company, Austin, Texas. The following forms for pupil and teacher are suggestive:

Pupils Project Report Form

1. Name of project.
Name of pupil.
Name of school.
Date project was begun.
Date project was completed.
2. My reasons for choosing the project.
3. My plan of work.
4. Results of my project.
5. Books and pamphlets which were most helpful.
6. Time used for this project
(1) In school.
(2) At home.
7. Mother's comments.

IV. TEACHER'S RECORD OF VISITS AND CONFERENCES

1. Name of pupil.
2. Name of project.
3. Date of visit.....Progress of pupil.....
 Suggestions made.....

The following list of home projects reported by teachers in the school year 1927-28 is typical of the projects carried by pupils in the homes in varied types of urban and rural communities in the State of Pennsylvania.

LIST OF TYPE HOME PROJECTS
 CONDUCTED IN ALL-DAY SECONDARY SCHOOLS
 1927-1928

Planning and Serving Breakfasts	30 hours	Making Boy's Romper Suit and Child's Dress.....	30 hours
Keeping House	30 "	Making Child's Dress and Cleaning House	20 "
Outfit for Child	40 "	Family Ironing	20 "
Personal Laundry	31 "	Making of Spring and Summer Clothes	42 "
Care of Bedroom	30 "	Packing Lunches for Men of the Family	31 "
Family Laundry	30 "	Packing Lunches for School Children	35 "
Preparing and Serving Suppers	30 "	Studying and Improving the Malnutrition of a Child in the Family	50 "
Decorating Bedroom	30 "	A Study of Cotton Materials Suitable for Underwear—Washing, Shrinking, Fading Qualities	60 "
Weekly Care of Bedroom ...	40 "	Planning Clothing Budgets for Members of the Family	25 "
Making Summer Underwear and Dresses	62 "	Graduation Outfit	24 "
Sewing for the Family	20 "	Keeping of Household Accounts	20 "
Housecleaning	30 "	Remodeling Dining Room ...	68 "
Renovating Clothes	30 "		
Family Baking	29 "		
The Care of Children	30 "		
Serving Dinners	30 "		
Preparing Dinners, including Marketing during Christmas Week	33 "		
A Complete Clothing Outfit..	27 "		
Making Curtains and Bedspread for Bedroom	30 "		

MEASURING INSTRUCTION

In measuring the quality of instruction in home economics one must analyze for oneself what the pupils are doing, what habits they are forming. One must ask, is the thing they are doing of worth to them, is it properly motivated? Do they themselves feel a real purpose in the work? Are they provided with opportunities they should have for weighing values, for exercising judgment? Are the pupils given opportunities to develop initiative? Is initiative in the pupils being used and stimulated? Are they learning to organize their ideas and methods of work? Have they opportunities to suggest, plan, and organize class-room activities? Are they applying their instruction in daily living? A teacher should show such skill in the organization of her material for class-room discussions, that it will be an example to her class in orderliness of thinking.

According to Doctor Bonser the test of the educational values of instruction should be: Has it promoted health in the individual and family? Has it enabled the pupil to do his work better? Has it given an insight and attitude toward effective participation as a citizen in co-operation in the regulative activities of the community? Does it provide a means for the wholesome use of leisure time—contributing to the spending of free time more profitably?

If home economics is providing these opportunities and activities, then worthy aims are being realized, individual resources are being developed and girls are learning to take care of immediate needs and interests in such a way that when they pass on into adult life the gap between school method and everyday living will have been bridged to some appreciable extent. If a class is being given a short unit course in invalid cookery and a tray is prepared for someone who really needs it,—a sick child or man or woman, instantly the motive is awakened and the project makes an appeal that induces the finest kind of interest and effort. Home economics offers many opportunities for the weighing of values. A girl may be helped to judge of values in budgeting her allowance of twenty-five cents per week in such a way, that it will carry over in helping her, as she grows older, in the budgeting of her time and money, in helping her to judge of values in selecting quality rather than quantity, in purchasing ready made products or making them, and in purchasing ready-to-wear garments or making them by machine or by hand.

Objective tests are helps in diagnosing pupil attainment and their use is to be encouraged because they help in educational measurement in the field of home economics education. A list of these tests is included in Bulletin No. 9C—Bibliography in Home Economics.

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- Key: R—Reference.
T—Textbook.
No.—Grade.

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

HOME ECONOMICS
IN
SECONDARY SCHOOLS
(Bibliography)



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FOREWORD

It has been found desirable to revise Bulletin No. 9, Home Economics Education. In the revision, the material in the bulletin has been divided into three parts and published as follows: (1) Bibliography, (2) Bulletin No. 9A—Home Economics in Secondary Schools, Organization and Administration, (3) Bulletin No. 9B—Home Economics in Secondary Schools, Courses of Study.

The original Bulletin No. 9, of which this is a revision was intended to be of service to school administrators and supervisors and teachers of home economics in the secondary schools. It was prepared under the direction of L. H. Dennis, Deputy State Superintendent by the following: Miss Helen J. Dodge, Chairman, in charge of Home Economics Division; Mrs. Anne C. Green, State Supervisor of Home Economics; Miss Lu M. Hartman, State Supervisor of Home Economics; Miss Edith P. Chace, Head of the Home Economics Department, The Pennsylvania State College; Miss Ada Z. Fish, Head of the Art and Home Economics Department, the William Penn High School, Philadelphia; Miss Irene McDermott, Director of Household Economy, Pittsburgh; and Miss Mary Palmer, County Supervisor of Home Economics, Chester County, Pennsylvania.

The bulletin here presented, Bulletin No. 9C, Home Economics in Secondary Schools, Bibliography, has been revised by Mrs. Anna G. Green, Assistant Director of Vocational Education, in charge of Home Economics, and Mrs. Edith D. Davison, State Supervisor of Home Economics. It is intended primarily for home economics supervisors and teachers in the selection of text and reference books for the use of home economics classes, and in the choice of reading material for professional improvement.

JOHN A. H. KEITH,
Superintendent of Public Instruction.

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